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ABSTRACT

A study examined the literacy needs and activities of prison inmates in Australia. To gather data for the study, the researchers interviewed and administered questionnaires to 62 inmates from five Australian prisons. This report consists primarily of the comments and views of the individual prisoners who were clients, potential clients, and confirmed nonclients of educational classes in the five prisons included in the study. The focus of these data collection efforts was on the prisoners' appraisals of their own reading and writing abilities and the value they recognized in such activities, their opinions and suggestions on the ways in which reading and writing may be taught more effectively within the prison context, the role that reading and writing may play in individual cases of rehabilitation, and the most common requests made by inmates with reference to literacy education. The appendixes contain materials that supplement the data. The first appendix consists of a summary of the content of the interview questions used in the study, a brief sketch of the study respondents, a description of the transcripts recording the project interviews and observations, and a discussion of the methods of data analysis used in the study. Included in the second appendix are the transcript and questionnaire references used in the compilation of the first four chapters of the sutdy report. The third appendix is a recommended reading list. Concluding the volume is a paper entitled "Literacy, Literature, and Prison" that deals with the place of literature in the process of becoming and remaining literate. (MN)

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LITERACY AND LEARNING
- THE HUMAN FACTOR

A report to the Criminology Research Council of the Australian Institute of Criminology on the literacy needs and abilities of prison inmates.

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April 1984.

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None of the easy contact with many people whose voices come through this piece of work would have happened without the unequivocal support of Mr. H. Buckley, Governor of Bendigo Prison. He allowed us as much access to people and places within the prison as we needed, and left us to carry our own brief.

As we were at the time also engaged in a teacher development project we had constant access to the Education Centre and its students and for this we are appreciative.

Our work in institutions other than Bendigo depended on the goodwill and trust shown us by the teachers and principals in the various Education Centres. Without their support, sitting down and talking with prisoners and detainees in the relaxed and extended way we did would have been impossible.

We recognize above all else however the insight, sensitivity and time shared with us by prisoners in all places.

We used to think it was difficult being "on the outside looking in". We know now how destructive it is to be on the inside looking out.

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INTRODUCTION

INTRODUCTION

It is common knowledge that the expression "doing time" refers to the serving of a prison sentence. Yet only those who have been inside the walls of a prison will have heard the term "doing education" and perceived that it is used within the same temporal context by prisoners, by gaolers and, unfortunately, by many teachers. In other words, "doing education" is accepted as an activity which usefully fills in time and keeps inmates occupied in the serving of their sentences.

Given the perspective of those charged with the task of keeping a number of people locked up with the minimum of fuss, this attitude to the educational activity is not especially surprising. Nor perhaps among prisoners who may rarely in their lives have been encouraged to take any other view of education. Yet it has been strange to discover that the concept of "doing education" as a time-consuming activity has been so readily accepted by many teachers as a valid and reasonable purpose for their work in prisons.

Within Victoria, prison education is staffed by the Victorian Department of Education. But the obvious values and advantages of having an outside agency with its separate funding, training and structure seems very often to be negated when teachers step inside the walls and become "education officers". Their very independence seems to work against them when they are perceived merely as guests - and not part of a system which is primarily punitive. In order to obtain a role definition it may be comparatively easy to fall in with the commonly accepted view of "doing education" since those who aspire to anything more than this may be branded as inappropriately ideological.

A case in point was our experience of an education officer who cancelled his group cooking class on the grounds that "the prison officers didn't like seeing the guys enjoying themselves". This seems to display, in the first instance, a lamentable poverty of knowledge in the teacher about what education and learning can be and, secondly, an admission of agreement that education is of low significance in institutional settings.

Victorian prisons and detention centres, in comparison to the other States, are extremely well endowed with personnel and equipment and in fact boast more than the rest of Australia put together. What they cannot boast, however, is a status within the system that is recognised by those who control the daily lives and atmosphere. There is no doubt that a number of teachers have campaigned hard and long to maintain and elevate the status of educational activities inside, to the point that now some education centres are a kind of sanctuary - "A bit of outside".

What this report attempts is the presentation of ideas and perceptions of literacy and learning as expressed by inmates, in order that those interested in the job of education and the development of human learning can come more readily to view their customers as students. It is not their role to view them as prisoners.

Literacy and learning are the focus of this report. The physical and social contexts are Victorian prisons and detention centres. An assessment of the needs and abilities of inmates of these places is made by presenting their views, reactions and requests.

Through interview, discussion and observation we have collected a range of ideas about how prisoners regard reading and writing; the importance, if any, on their rehabilitation; and the ways in which education is conceptualised and offered in lock-up situations.

The four areas of focus are:-

1. The prisoners' appraisals of their own reading and writing abilities and the value they recognize in such activities.
2. Their opinions and suggestions on the ways in which reading and writing may be more effectively taught within the prison context.
3. The role that reading and writing may play in their individual cases of rehabilitation - and
4. The most common requests made by inmates with reference to literacy education.

These four areas form the substance of the following chapters of the Report. Chapter I describes prisoners' perceptions of the value of reading and writing and the individuals' ability to deal with literacy tasks at a level defined by themselves. In Chapter II, we report upon the nature of educational enterprises generally and literacy education specifically within incarcerating institutions. Suggestions, about how literacy education can become a more effective force, have been included. This is followed by Chapter III where particular attention is paid to the contribution which reading and writing can make to personal and vocational growth.

Chapter IV expands the interview into an analysis of the potential for rehabilitation which the education service in prisons is capable of providing and contains, in addition, pertinent commentary by education officers themselves. Finally, in Chapter V, a general review of the research and its significance is provided.

Full appendices are attached consisting of background information about the questions used, the respondents, the transcripts, and the data. Data references are supplied with a recommended reading list and, in conclusion, a summative article on literacy and imprisonment.

Being able to use language in all its forms is essential for effective social functioning - including the establishment of a positive self concept. Learning to read, and being able to read and write various things in a variety of ways are not just a set of skills. They are part of the definition that people have of themselves.

> "Literacy can be seen to describe the role played by language in the growth of the person. The complex process of learning to speak and then to read and write takes in more than the acquisition of functional skills. It is a creative activity and through its exercise the person is able progressively to order and record his experience: To make sense of the world and his place in it." [1]

True educational enterprise is dedicated to strengthening and being sensitive to these concepts but punitive imprisonment functions in opposition.

In all incarcerating situations there are special features of communication and expression which demonstrate the essentials of humanity; essentials that everyone concerned is obliged to see and respond to. The whole value of this educative enterprise depends principally on the attitudes, perception and control of the participants and for this reason it is a necessary and valid exercise to canvass expressions of such from inmates. The methodology is of necessity naturalistic rather than experimental and draws a great deal on the concept that "The social context is....not so much an external condition on the learning of meaning as a generator of the meanings that are learnt."[1]

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[1] "Towards a National Language Policy", Commonwealth Department of Education, Canberra, May 1982.

The social context of imprisonment is punitive and the one thing that all observers are agreed on is that on the whole people come out of prison worse personally, socially and psychologically than when they went in. Alternatives to imprisonment are a function of the sensitivity and knowledge about other ways of catering to the personal and social needs of offenders where their ability to negotiate with, and gain control over, the world around them is strengthened. Education has a role in developing this strength.

The point of this report is to show the conditions that are necessary for the development of literacy. When people are locked up basic needs and drives become obvious and human behaviour is starkly presented. If those concerned with education can understand and respond to the needs of inmates - indeed if they can see them as students rather than as prisoners - the status of education in penal institutions may be able to take on a less defensive stance.

There are many individual testimonies to the power of reading and writing, not just as a functional skill, but as a liberating activity that should encourage those interested in human learning to seek ways to respond to the needs and skills of their students. This means recognising that poetry, letter writing, drawing, painting and sculpting are all aspects of the more general human enterprise of making messages and that being literate is about making messages in a number of ways.

The job of the educator is to recognise this and to develop in the student more transferable modes of expression

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1. Halliday M.A.K. "Learning How to Mean - explorations in the development of language", Arnold, London, 1975.

and criticism. The underlying concepts about literacy that are being focussed on here are negotiability and control. Negotiability of messages is a recognition of the transactional nature of literacy - that messages are formalized, sent and received and assessed. Reading is, and should be presented by educators, as an active critical process. Writing is an active generative process that can take many forms. Control of messages is a recognition of the essence of all learning in that to learn the student must first control and own knowledge and abilities that will enable him to proceed.

Activities, and more importantly, attitudes that are needed to promote these concepts are the very ones that are dictated against in the prison environment, and until those who organize the placement of offenders recognise the conditions that are necessary for effective and positive learning to take place, there can be no educational defence of imprisonment as a defensible social activity.

Teaching is a job of responding to the needs and abilities of students in such a way that the students take control of their learning and progress further along the growth line toward psychological independence and strength. In order that teachers become better responders and in order that teachers also become stronger in their knowledge (in educational terms) of their students, it was seen as appropriate to ask as many "customers", potential and actual, of education about their perceptions and reactions to the business of reading and writing.

The project took the form of interview and discussion with sixty-two inmates in five locations. While the focus of our questioning has been described above, it should be noted that full details of the questions used are provided in Appendix A and that transcripts of all responses are in a separate volume. In the body of this report, we have extracted those responses which provide information about the opinions, assumptions and aspirations which a variety of prison inmates bring to the process of learning, reading and writing.

Our meetings with respondents were organised in various ways in the five locations. It was necessary to find some suitable accommodation in which the interview could be conducted in privacy and the technacilities of recording successfully managed. Subsequently the tape recordings were transcribed for analysis quite satisfactorily - with only an occasional phrase beyond deciphering. In all, the transcripts consist of some 212,000 words and provide, in our view, a mine of information from which many significant conclusions may still be drawn. This report upon the project will highlight references to learning, reading and writing, but additional information about prisoners and prisoner attitudes is there for those who seek understanding.

The institutions which were surveyed offer a representative range of prisoners and detainees within the prison system. Bendigo, Castlemaine and Fairlea are medium security prisons. Winlaton and Malmsbury are Youth Training Centres. But each institution is different - not least of all in the nature of the education services which each provide. While this varies in the category of prisoner, it must also be stated that variation exists in the access to education for literacy. However, since it is not a part of this project either to evaluate or make comparisons between institutions regarding their educational provisions, it is considered that the differences between the roles, conditions and expectations of the institutions or their education centres need not be stressed. Instead, it is intended that the representative cross-section of sixty-two inmates should be seen as voicing aspirations for the prison system as a whole and that the conclusions of this study should be perceived as offering a common goal to which all incarcerating institutions may aspire in the establishment of educational facilities suitable to the needs and abilities of prisoners.

The process of learning to become and remain literate is universal. There are some special things about prisons and the way in which prison helps, inhibits, highlights and plays down aspects of being or not being literate. But the overarching business of being, not being and learning to become literate are part of a universal pattern of learning. There is no such phenonomen as "prison literacy", any more than there is "adult literacy" as a notion with conditions so special that it can afford to ignore basic ideas about literacy learning and human development.

This report through conversation and observation sets out aspects both of literacy learning generally and its role in human development as well as highlighting some of the specific aspects pertaining to incarceration.

An assessment of the needs and skills of people in detention has several aspects. It is essentially a set of views focusing primarily on the business of human needs and expressions; and because those people are locked up, the views are special. The overall view is that when people are locked up as punishment and subjected to further punishment that the results, the sufferings and the changes, are diametrically opposed to acceptable and valid notions of education.

The focus of this report is on one particular set of human activity, literacy. It provides in some cases a stark spotlight on human learning in the most difficult of human situations, incarceration.

The report consists primarily of the comments and views of prisoners, who are clients, potential clients and confirmed non-clients of education classes. To this are added some personal observations and the results of one standard reading comprehension test administered in Bendigo prison.

One view that remains for us a useful insight was stated by a prisoner in Castlemaine when he said - "Education is your chance to capitalize on your desire to change".

This is a document that should strengthen the sensitivity and knowledge of those interested in educational rather than punitive ventures. The document represents neither a plea for reform nor a defence of a prison system. It very simply asks the reader to recognize those things, ideas and sensitivities it is necessary to hold in order to maintain a useful and humane stance. It holds no brief for teachers who are resigned to simply help "keep the customers quiet and busy" nor for the community or administrative values that view incarceration as the basic response to the offender.

Creation of an independent learning style for both student and teacher is the aim of education. Literacy education's aim is to put people in touch with literature beyond their immediate experience and situation as well as to control and cope with the demands of their immediate environment.

The raw data for Chapters One Two and Three are drawn from 62 interview/question transcripts. The parts of these quoted in the text of this report are referenced in the right hand margin throughout.

A total list of references used for each part of each Chapter is set out in Appendix B

CHAPTER I

WHY READ? WHY WRITE?

"....THE PRISONERS APPRAISALS OF THEIR OWN READING AND WRITING ABILITIES AND THE VALUE THEY RECOGNIZE IN SUCH ACTIVITIES

The people interviewed were asked a number of questions related to this topic.

1. Do you read much in prison?
2. What sorts of things do you read?
3. Do you read silently or orally?
4. Do you think reading is an activity to be enjoyed?
5. Do you read well?
6. Can you remember learning to read?
7. What was the last book you read?
8. What was it about?
9. Do you know a good reader? A poor reader? What makes that person either a good or a poor reader?
10. Is there anything about your reading you'd like to improve?
11. Do you write much in prison?
12. What sorts of things do you write?
13. Do you enjoy it?
14. Do you think you write well?
15. What was the last piece you wrote?
16. Is there anything about your writing you'd like to improve?

Using these questions as starting points it was possible to build up an appreciation of self-perception and its essential place in any educational exercise. Although many respondents had something to say about improvement in their performance they also had a lot to say about the responsibility for such being their own.

Many prisoners, along with prison officers and the outside community accepted as conventional wisdom and themselves perpetuated the idea that most of their fellow inmates were illiterate - couldn't read at all. This contention is not supported by the results of the reading comprehension test (see Chapter 5).

Counter to claims of "illiteracy amongst the masses" is the evidence of the people who, when locked up, become superliterate, who write and read anything and everything at every possible opportunity, whose days are consciously filled with words written and read.

For those who are actually not literate the experience of prison is even more an experience of sensory and social isolation.

The questions themselves are simple and answerable. The continued answers however, reveal a finer set of judgements of self.

The questions provide different perspectives on the issue of reading and writing. The myth that there are common 'base levels' for reading and writing beyond which some of us move, has been clearly disproved by the opinions and attitudes of those people interviewed. Each person felt the need to be a competent reader and writer within the terms they set for themselves. These terms were determined by a hundred unexplored factors ranging from interest to the rigours of dealing with the dole office. However we have only their expressions of individual competence to deal with and these are developed below.

The synonymy between the literacy capacities of the individual and the literacy demands imposed on that individual is initially the most important factor since it determines the role of the educator.

The responses therefore reflect the 'level' at which each individual felt that they ought to be able to read and write. This self imposed compulsory scale had been set by the individual's assessments of the literacy demands placed on them in the incarcerating context. In other contexts and at other times it is likely to have been quite different.

BENDIGO PRISON

Reading : Self Assessment

Reading : Possible Improvements

Writing : Self Assessment

Poor Readers : Opinions on the needs of others

Reading and Writing : The Reasons Why

Writing : Enjoyment and Why

Reading and Writing : What and How Much

BENDIGO PRISON

Reading: Self Assessment

The 26 responses to the question: "Do you think
that you read well?" ranged from a very low self asses-
sment to an imputed high level of proficiencey. Within
this range 4 inmates regarded their reading to be poor.
"I used to have a lot of trouble reading and I still do." B13/p4
"...I never learnt to read properly. I'm a slow reader." B15/p2
One man admitted that: "I can't read" B14/p1
and then revised this and said "Oh I can read, mainly
just enough to get by". B14/p1
However when asked if he could deal with the task of B14/p1
filling in forms he said that he could not,
and his original assessment of his reading ability is
probably based on this failing. When he went for his
last job in a factory which made cellotape he was given
a test: "....they give you 4 or 5 pages of form to fill
out, you know? Fill out order forms and thing like
that.....writing and things. My spelling wasn't up to
standard so they couldn't employ me so....and....the
manager told me my writing wasn't up to standard.....
so he could stick his cellotape." B14/p7, 8,9

A Turkish inmate also regarded himself as a poor
reader of English B26/p2
but felt competent and comfortable reading in Turkish. B26/p3
"See when I got my language...I love to read anything." B26/p1
But in English "....if I read....if I did wrong, that
time in my mind say that's wrong. I can't read anymore.
I stop there....Really I can't read". B26/p5
The fact that this man had exhausted the limited supply
of Turkish books within the prison, had no access to
newspapers or magazines in his own language B26/p1
and had difficulty reading English meant that "See now
I forget my language too. Really no.....I don't know
where I'm going or anything because in my mind I speak
another couple of languages see....all the time my mind
.....in head is muddled." B26/p9

A number of prisoners recognised that their reading was not as good as it could be. One, an Indian, who had been taught English as a foreign language said, "Well, because of my lack of understanding of a few English words sometimes it become difficult for me to understand - but in general I do understand". B1/p1
A Sri Lankan inmate also had this problem, and when asked if he thought if he read well he replied: "According to Australian standards I am not the average". B12/p1
Another man maintained that he was.. "....not as good as what I'd like to be". B2/p2

A proportion of the prisoners interviewed felt that their reading was 'average' to 'okay':
"I think I'm about average". B6/p3
"...I like reading and I can probably read fairly well". B9/p2
"Oh average. I'm not a fast reader and I'm not a slow reader". B17/p1

Of those interviewed 5 inmates were more than satisfied with their reading abilities. One, who had learnt to read before he went to school, said that reading had never been a problem for him. "Another thing with reading like that I didn't....I didn't mix a lot with other kids cause I can't hear too well....and as a result I couldn't hear them, so reading was....So I didn't have to listen anyway." B19/p4
Another man who was enrolled in a graduate study of Japanese felt quite competent to deal with any reading tasks. B20
Speed and comprehension were the criteria which another inmate used to assess his reading proficiency: "I'm a very quick reader. I take it in, I take in everything that I read in a book". B21/p36
Another inmate who had spent a lot of time in H Division in previous years when "....you had nothing, no TV or anything like that". B22/p4
and who read avidly said: "In the end I could almost speed read without even realising that I was doing it... It was all you had, it was everything. That and your own mind". B22/p7

One inmate was aware of his own progress in reading "Oh I find the more you read the more you improve in reading, and it improves...." B24/p1

Another man who had spent a long time in prison and who had spent a lot of that time reading and writing B4/p1 expressed some confusion about his own abilities. When asked if he thought that he read well, he replied: "Sometimes I wonder. I have no trouble comprehending what I'm reading but retaining what I've read is always a problem". B4/p3

Reading: Possible Improvements

When asked if they felt any improvements were necessary in their reading only three prisoners replied that they were satisfied with their level of reading development. The remainder of the men interviewed identified specific problems which they had.

Comprehending what is being "read" was recognised by one prisoner to be the problem he experienced: "I can sit down and read a book but I have to go over it a couple of times to absorb it". B15/p2

He maintained that he would:... "....like to improve the speed of reading.. the comprhension of what's there". B15/p3

He had also developed an idea of how to go about improving his reading: "I suppose the best thing that I could do with that would be to improve my vocabulary..." B15/p3

However, the prospect of reading a dictionary and a novel concurrently was not appealing. "You can't sit down and read with a dictionary". B15/p4

Two of the prisoners who spoke English as a second language used dictionaries extensively when they were reading, as a source of information and as a possible strategy for overcoming their highly specific 'reading problems.' "Well because of my lack of understanding of a few English words - sometimes it becomes difficult for me to understand." B1/p1

Whenever he encountered difficulties with material that he was reading the technique he used was "I'll read the paragraph again - and most of the time I grasp the - of it, and if not I just refer to the dictionary because it's always there". B1/p2

The other prisoner, for whom English was the second language, felt quite confident and comfortable about his use of the dictionary as an aid to reading: "If there are any words that I do not understand I look into the dictionary". B12/p9

He also thought that his constant usage of English had helped his reading. B12/p6

The Turkish inmate experienced a lot of problems with all facets of English reading, writing and speaking. When confronted with something that he could not understand, he stopped, lost the thread of what he was reading and continued to worry about the part that was left unclear. "And still I keep going but all my mind in there, you know, worrying about a bit.... I can't help myself after that". B26/p5

Another problem identified by a number of prisoners was concerned with the speed at which they read. "Improve? I've often thought that the speed reading. I'd like to learn that, I'd like to be shown how to do that, that's about all". B5/p4

"I'm not really a fast reader. That's the problem. I like reading and I can probably read fairly well, but I tend to be slower at reading than I would like to be." B9/p2

One prisoner speculated about the possible benefits of being a faster reader when he said: "I suppose if I were faster I could understand books more." B18/p3

For another inmate his reading speed had increased: "Oh I find the more you read the more you improve in reading and it improves, that's what I think...this is only me second time in jail, the first time I was in jail I was pretty slow at reading, now I get through them pretty easy." B24/p1 & 2

Outside pressures and anxieties affected one man's reading ability and he felt that this was a problem. "The only time I mess up is when I have something else on me mind. I get to a part in a book and I think "What's happened there?" I have to go back a couple of pages or I....a couple of paragraphs or something to see what happened beforehand." B23/p1

" ....when I read....I tend to get ahead of myself and I speed along.....when I'm reading it sort of blurs, not blurs, the word but....it blurs me understanding of it, and me recognition of the words, doesn't make sense to me, you know.....Sometimes, and I have to go back to it." B23/p8

Retention of what had been read, whether prose or technical material, was recognised by two prisoners to be a problem area in their reading.

"I have no trouble comprehending what I'm reading but retaining what I've read is always a problem....Someone asks me about a book and I sort of say "Oh yeah". I've enjoyed it while I've read it, but most of it doesn't stay very long.....Like a couple of months after I'll start to get 2 books mixed together, those I was reading at the time." B2/p3

Technical material associated with a boiler attendant's course proved to be a problem for one man. He was doing his course by Correspondence and assessment proceeded via assignments and essays. He had no personal tuition. ".....none of the teachers have any idea on that. I'm just teaching myself. As I go along....So I've just got to spend hours reading the books trying to find answers....but I can't seem to keep what I've read in me mind. I read it one minute and forget it the next." B10/p4

Individual words and their understanding proved to be difficult for two prisoners. One assessed his problems as "....the understanding of words....defining words - they throw a big word in - you know - I'll skip that for a while - maybe if I get into the book I'll know what that word meant". B2/p2

The second prisoner who expressed this problem made a concerted effort to make sense of what he was reading. "...if I'm reading and there's a word there, and I can't work it out, I'll try to think of a word to fit in there, to take it's place, and try and work it out from there... it seems to work". B13/p4

Reading aloud for this man was tortuous: "If I'm sitting there by meself I can read alright ... But as soon as I have to read out loud I just freeze....I just get all nervous. I just can't handle it. Probably afraid of making a mistake. I don't know....I just get nervous when it comes to reading out loud...." B13/p4 & 5

In spite of the fact that he regarded himself as a competent silent reader B13/p5

his overall impression of his abilities was that: "I used to have a lot of trouble reading, I still do." B13/p4

He traced his concern about his oral reading difficulties to the fact that "...that's the way you get taught in schools though". B13/p5

The man who regarded himself as a poor reader thought that he wanted to improve: "Just everything so that I can read and write properly". B14/p4

When asked how he felt he was going he replied: "Oh not too badly. Me wife reckons I'm improving better." B14/p5

Writing: Self Assessment

The inmates were asked if they thought that they wrote well. A number chose to answer this question directly whilst others gave more oblique answers, preferring to talk about what they wrote and how much.

Of those prisoners who answered the question directly only one was satisfied with the way in which he wrote. "Like, I like writing. And I sort of write letters to her and poetry and that. And that's what I'd rather do....instead of watching television". B7/p3 His writing abilities had been confirmed by the offer of publication: "A woman wanted to publish it one day, but I sort of don't want to do that because they're for my wife and they're personal". B7/p3

One inmate regarded himself as an 'average' writer but was concerned with the appearance of his handwriting. "I look at it sometimes and I.... it's still looks like I'm writing from when I'm in grade 6." B18/p5

Four prisoners had specific criticisms of their own writing abilities. One, who was about to start a pottery course at the local TAFE College, admitted that he was going to find the writing demands of the course quite difficult. "You've got to write a lot of essays and communications and reports writing down there, and I think I'll find that a bit hard." B5/p5
Another prisoner, for whom English was his second language, did not regard his writing as satisfactory. "Yes I can write, but sometimes certain things, I can't put the words together sometimes...." B12/p10
Spelling and writing were identified by another prisoner as being "....not the best, but I get by with it". B13/p7
Despite his lack of confidence in his spelling and

writing this inmate wrote to his girflfriend every night and the letters were"....never less than 10 pages". B13/p7
The Turkish prisoner said that he did not write well. B26/p11
He wrote in Turkish sometimes to his parents B26/p11
but this also presented problems for him. "You know, when I put the sentence, well I make the good sentences, but my handwriting...." B26/p11
When confronted with writing in English he had no confidence in his ability. "I make good sentence in my language see, but not English". B26/p11

There were a number of prisoners who maintained that they wrote very little. B16,B22
One inmate explained his reasons for not writing by saying: "As they always say: 'never write anything down'....because they find it and they can use it against you." B25/p11
For this man his only writing activity consisted of copying notes from a book on First Aid. "I'm just sort of copying out of a book. Well before the holidays I was doing it for a reason. And that reason actually it was my girlfriend. She died last month....and I was sort of doing it for her. Because she had a car smash years ago...." B25/p3
Another prisoner could not answer the question: Do you think that you write well? since he maintained that he wrote nothing. B4/p2
However he did spend a lot of his time designing and writing programmes for his own computer which was installed in his cell. B4/p2
The fact that his writing took this form meant that he did not regard it as a legitimate 'writing' activity.

Eleven prisoners answered this question indirectly by offering comments on what they wrote and what their opinions of that writing were. One said that his writing was "....just scribble...." B2/p11
Another implied that his writing was average B10/p10
whilst another confidently spoke about the letters that he wrote every day. B17/p4
The inmate who was enrolled in a graduate course in

Japanese B20/p1
was similarly confident of his writing abilities whilst
another prisoner who was involved in a course on
writing (Writing for the Media) B23/p3
felt that the speed at which he wrote created nonsense
on some occasions. ".....when I'm writing I tend to
write it quick, you know, get it down on paper before
I forget it, then the next bit I can sort of float
along. After a while, but um when I've um....when I
do that, me writing seems to go astray and I look at
it and say: "What's that?"" B23/p8

One prisoner wrote only for himself B11/p11
and offered no comment on the standard of his writing.
Another inmate, who wrote a lot, was highly critical
of the efforts of other inmates and specific about the
criticisms of his own work. Commenting on the standard
of poetry in the prison newspaper he said: "Maybe
I'm very critical, because I've become so critical of
my own writing, I don't know exactly why. I think I've
always been critical of something that I've been good
at doing myself, or trying to come to terms with. I
found it depressing more than anything, the jail poetry." B9/p10
Another prisoner who wrote a lot B24/p2
was surprisingly impressed with his work: "Sometimes I
sit back and after I've written something and think:
'Gees did I write that?' You know, when I was out I
never thought of writing letters anymore, when I'm
here, I sit amongst some of the letters and I read
them back." B24/p7

When asked if there was anything about their
writing that they would like to improve, two inmates
replied that no improvements were necessary. B7/p3 & B17/p4

The remainder of the prisoners who answered this
question had particular problems with their writing.
Three said that their handwriting was not up to
standard. "I cannot write, I can print....I can
write but it's very childish writing....so this year
I'm just going to go back and learn". B2p/12

The reason for the poor quality of his handwriting was found in his transition from State to Technical school. "....when I was at school, like doing State school.... everything had to be written, nice writing.....but as soon as I hit Technical school from first form upwards, it was outlawed". B2/p12

His poor handwriting contributed to his assessment of his writing as "....scribble" B2/p11

Another prisoner had changed to a typewriter because he thought of his handwriting as "....atrocious" B23/p7

"See I work on a typewriter a bit better...it's easier for me..." B23/p7

The inmates for whom English was a second language, had particular ideas about the improvements which were needed in their writing. "I'd like to improve in writing the correct English - I mean the spelling and using the verbs and the - correctly...." B1/p4

Another who said "I need some practice. I must write, write, write", B12/p10

had designed the exercises which form part of a possible teaching programme. "And if you give some lessons I can follow....And I can write some essays or letters....and you can correct it.....these are the thing that I need." B12/p3

The Turkish inmate thought that he needed to improve his handwriting and sentence construction. B26/p11

One prisoner who wrote a lot of poetry and short stories maintained that he needed to improve his "variety of presentation". "....grammar I imagine would be the one big thing.....I've got a good vocabulary but there's so many more words to use....So vocabulary is another area that I want to work on. But I think really variety of presentation like sentence structure, because I find it very easy to start sentences in a predictable way which is boring after you've read a page or so". B9/p6 & 7

Another inmate who had returned to school to improve all his literacy and numeracy skills thought that he needed: "Just everything so that I can read and write properly". B14/p4

"English and spelling" B14/p1
were the two areas that he missed out on at school and although he enjoyed writing he did as little as possible because B14/p6
"It's just hard to spell the words and that.....so I get sick of it after a while and give up". B14/p6

A concern with expressing himself more clearly was an area for improvement which another prisoner recognised. He only wrote for himself B11/p11
but he knew he was capable of doing it better and more clearly. "I suppose I just think, you know that a different way to the way I bring myself across, and I feel inside me that, I feel that I could say things differently and more clearly, and that's inside me and you can't ....and I feel like a blank sort of...." B11/p17
Another man expressed a similar type of concern with his writing. He said that he had a problem: "....putting what I'm thinking down into words, instead of just making it sound mechanical sort of....it just doesn't have the feeling that I want in the words, sort of thing, I just haven't got the word capacity I suppose." B6/p2

Poor Readers: Opinions on the needs of others

The majority of prisoners who were asked: Do you know anyone who is a poor reader or non reader? answered by citing personal experiences of illiterate or semi literate people in various prisons. In most cases the prisoners knew of these people because they had given them help with reading and writing. They also offered explanations for why these people had not learnt to read and write adequately.

One inmate said that he knew of a "...few" B8/p3
poor readers and that the reason for their low reading standard was due to the fact that: "The blokes that I know who pretty much can't read are the blokes who have been in institutions all their life". B8/p4

He developed this idea by saying: "Well if they've been in institutions or homes, they tend to have been shifted around a fair bit, and they're sort of pretty rebellious I suppose to be there, which is expressed to authority, and school is an authority, and unfortunately they don't wake up until it's too late.... but what I can't understand is that you've got to sit there, but you can't make them bloody learn anything". B8/p4
Another prisoner also knew: "...people who can't read at all. I don't know really because they've got plenty of intelligence at other things and yet in reading they can't.... a certain friend of mine, he's in prison at the moment, and he just can't read, yet he's a really intelligent bloke, everything else he puts his hand to, he can do". B5/p2 & 3

He had missed out on a lot of school and "...he was brought up in this system and he, and that was the problem". B5/p3

One man had come into contact with a poor reader during a Bible study class B9/p4 & 5

and he described his reading behaviour as: "He might be smooth for say four or five words and then he'd be really jerky for another five after that". B9/p5
He thought that it was unlikely that this man would take advantage of the education facilities to improve his reading B9/p5
"It's almost as though he doesn't care, it's not important." B9/p6

Another inmate had known of a "couple" B10/p1 of people who had been poor readers and he maintained that a lack of personal motivation was responsible for their status. "Well, when I was in E division in Coburg, there was a couple of guys there that I used to have to write letters for and help them read. Lack of interest mainly, that's what I found. They weren't interested in learning how to read or write. They'd rather have someone else do it for them.....Like there was one guy there who was interested in learning how to read and I

was teaching him pretty good. And he had a lot of interest in learning because he felt stupid because he couldn't read or write. But a lot of people I know who can't read or write they don't worry about it - so many
of them are not interested full stop." B10/p2
The solution to the problem of lack of interest he thought lay in the provision of a special class once a week where they "....could all get together and just
try and learn, by going back to school". B10/p2

The inability to read letters received, and write repliss to these, was a severe disadvantage for illiterate or semi literate inmates. "There was a bloke... he couldn't read his letter or that....and he'd come up and
ask me to read them to him and that". B13/p6
"There's even blokes there now....whenever he wants a
letter written he comes up and asks me to do it for him". B13/p5
He maintained that "They can all be helped. Like, but no
one can help them unless they want to be helped." B13/p7
Another 2 inmates cited the same example of letter writ-
ing and reading B19/p7
when discussing their contact with poor readers in
prison. B18/p2

One inmate classified about "15% of the whole
jail" B11/p4
as poor readers but also admitted that: "I haven't
communicated with that many people". B11/p4
The reason he gave for the poor reading standards of this 15%, was that they had "....lost a lot of initative
to do anything". B11/p5
Another prisoner who had deliberately not had much contact with the majority of other men in Bendigo Prison said: "..I have heard, you know, certain people
talking about reading and noticed that they can't read." B16/p3

3 prisoners were non commital about their answers to this question. One said that he had "..not
really" B17/p2
come across any poor readers whilst another admitted

that he had met poor readers "....every now and then, but it's not something that you sort of ask about offhand.... unless you really talk to them. Usually they get aggressive about it, if they can't read...." B23/p2 & 3

A similar idea was expressed by another prisoner who said: "....most of them don't admit it". B7/p2
When asked to speculate about the reasons for not admitting their deficiencies in reading this man replied: "I think it is just that they get embarrassed by it sometimes, you know. Like if you say that you can't read, well certain people sort of think you're a bit on the dumb side." B7/p2

One man had very definite views on why some prisoners were and would remain poor readers. "I couldn't individualise it but I've got friends who are teachers and I've spoken about the subject and they all think that as teachers they have to make a choice if they're going to concentrate on 2 or 3, or the other 37 or 38. And it's simply a matter that they have to concentrate on the bulk. And unfortunately some get left behind". B20/p2 & 3

When he was asked why these people could not be helped within the prison he answered: "....the Education Centre, that's where the fault lies.... in this prison in particular I believe there should be a distinct line between custodial and education.... and they should be very clear which side they are on, and they're on the wrong side." B20/p3

The natural reluctance of some prisoners to become involved in the lives of others who are poor readers and/or writers was summarised by one man when he outlined his role, and described his feelings, when a fellow inmate asked him for help. "....a bloke used to talk to me all the time about this and that, and he said to me one day. He said "You're lucky." And I said "Why?". He said: "You can read the newspaper, I can't even read that, what I want you to do for me, if you don't mind, is write me letters". And I said: "Gee I don't know". I didn't want to get caught up in someone else's private affairs. So I knew that he would go to somebody else if I didn't do it, and I said: "Yeah I'll do it for you". But I thought about it. I'm a lucky bloke. He can't even write to his girlflfriend without getting someone else to do it.... see he was telling me things that I really didn't want to know....and they were private things...But he used to tell me what to write and I used to write and I'd try not to think about it". B21/p33 This man understood the lonliness of illiteracy and offered some partial relief from it. "And so it must be really hard, because what else has a bloke got to do. If he's in his cell and he can't read and write then he's got a bad situation. Cause all he can think about is being locked up." B21/p34

A number of prisoners spoke personally of encounters that they had had with poor readers and writers. These contacts ranged from experiences with men involved in the drama group at Pentridge to specific examples of more recent meetings and offers of help to those who could not read or write adequately. One man mentioned that "....doing drama in prison you do (meet people who are poor readers) because you get guys to read and some just refuse to read at all.....you may not realise that it's because they have trouble with reading till later on....I 've seen guys get to that point where they actually want to fight rather than read.... And they'll come to the point of almost coming to blows rather than admit that they can't read." B4/p6

Another prisoner, who had taken a poor reader B2/p5
'under his wing'
had spent a lot of time trying to help this "...young B2/p5
aboriginal kid ..."
come to terms with basic literacy tasks. "....he was B2/p5
the worst reader I've ever seen".
He explained some of the consequences of his illiteracy when he said: "....he got a letter off some people, he would read it and just not understand...what it consisted of....you know? So we had to get it and read it to him. And then he'd say - "Well what does that mean?" So we'd have to explain it to him. "What they're

trying to say is - they don't want you anymore - Boot Off, Take a Walk". But he was taking it the other way. He'd be writing letters back thanking them very much and saying that he was moving in...but they didn't really want him" B2/p5 & 6

His explanation of this young man's poor standard of literacy was that: "...he's been brought through the whole system - the institutionalisation of it all - he's been through system after system - you know the boy's home and the like - so he's had a pretty bad trot." B2/p8

One of the men interviewed talked about a friend in Pentridge and how he had helped him to learn to read and write. "It started off I was writing his letters for him. Then I said: 'This is no good' I said, 'cause I'm writing all the time'. And I said: 'I spend a lot of time with your letters'. I said: 'You write it and I'll spell some of the words out for you'. He's got to the stage now where he's writing his own letters and that. He couldn't even write when he first came in". B24/p5 He described his reading as: "....he'd skip over the words he couldn't pronounce or that, he wouldn't know what they were, and then he couldn't sort of make out what was in the letter...He'd bring it over and ask me to read it and I'd read it....he's actually doing alright now though". B24/p6

One self assessed poor reader B14 explained that his low standard of literacy was due to domestic violence at home during his formative school life. "I used to go to sleep in the class all the time... I had a bit of trouble from me old man....used to keep us up all night....I was just dog tired so I went to sleep...I went through Grade 3, Grade 4 and Grade 5 and Grade 6, all through just sleeping....the only thing I remember is going to school and going to sleep....he used to give us a hiding every night, he used to come home drunk....so you used to have to stay awake and that, to know that you weren't going to get a hiding that night". B14/p2, 3 & 4

One inmate who had spent a long period of time in H Division in the 1960's and early 1970's ..."was amazed at the blokes that can't read". B22/p8

"A lot of blokes you think that they can read but they pick up something to read and they can't quite get it out and they'd try to read what was left of the newspaper after it was censored...it was alright with the sporting pages....the race guides like that, they could read that sort of stuff, but they knew the numbers down the sides of the horses." B22/p8 & 9

He recounted in detail his sudden realisation that one man that he had known for some time could not, in fact, read or write at all. He also described his efforts to teach this man the basics of literacy. B22/p29

"When I was in H Division I was in one section. They call it the industry yard. There was about half a dozen of us in this one yard and this guy used to pick up the newspaper every day and sit over on this bench. He'd be over there for half an hour, going over the newspapers. And he'd sit down and have his smoko cuppa and he'd be back to work again. I used to say "When you're finished!" "Right O-kay". I was there nine months before I found out that the bastard couldn't read. He couldn't read but he'd look at it every day. Every day he'd look at that damn newspaper. And then one day I said: "Oh what's that about - that bit about some headline". "Read it out will you?" I was doing something I couldn't come. And he sort of just stared at the page and after a while I said: "What is it?" And I went over and sat down next to him. "Give us a look". I said "That's interesting isn't it?" After I'd read it. And he said: "What?" I said: "That!" And he sort of put his head down and said: "I can't bloody read". I said: "What?" "Shut up I don't want these dickheads to hear." "I can't read". I couldn't believe it. This little masquerade had been put on every day for months so that he could sit down and read that newspaper. He most probably saw people coming home on the train. They unfold the newspaper and he'd done exactly the same". "All he could get out was a signature, or what he called a signature which was supposed to be his name....and it was just sort of a big loop with a squiggly bit off the end of it....And it looked like a big "O". But that was his mark....And he did it every time.... I would have been about 27 at the time and he was a couple of years older than me, so he would have been 29, 30, 31, something like that and he had survived for all those years...." B22/p30

Reading and Writing: the reasons why

The 26 men interviewed at Bendigo Prison were asked the question: Do you enjoy reading. They were also asked to expand on their answers.

Of those who said that they did enjoy reading and who answered the question directly and positively, one maintained that he enjoyed reading because of his affinity with the subject he was reading about: "Well for a start if you're reading the subject which you really love to read, so it's natural I suppose you enjoy it" B1/p2

Another said that he had to be interested in a book before he got any enjoyment out of reading: "...like I said it's got to be a really interesting book". B10/p1

A prisoner who was very interested in Australia as a topic for reading B19/p1

enjoyed reading anything about this: "I've got rather a penchant for our country". B19/p1

Knowledge, and the enjoyment gained from acquiring it, was given by another inmate as his reason for reading widely. B20/p2

Two men maintained that they 'loved' reading. B26/p1
The second inmate said that he had acquired his passions B9/p2
for reading whilst in D Division in Pentridge: "Well in

D Division you weren't allowed to go in your cell during the day, you had to stay outside in the yard all day. And if you didn't have a book with you, you had nothing to do virtually". B9/p1
The particular type of enjoyment which he found in reading was associated with the independence which it permitted: "If I spend the night reading or writing... I still have lots of thoughts when I've finished. I think the best thing about reading is that you can stop any time, and you can think about what you're doing..." B9/p6

The fact that reading is an activity that "... occupies my mind....while you're in here" B23/p1
was given as the explanation for another prisoner's enjoyment of reading, whilst another man reiterated the release from prison boredom which reading offered him: "....to stop the boredom I suppose, it takes you away a bit, it puts your mind off things. You spend a lot of time thinking about other things." B24/p2
Reading was also an enjoyable activity because it released the individual's imagination: "You can picture that yourself, what's that like, imagine what it's like.....your imagination can picture anything... it's exactly what you make it....in your mind there's no limit to the budget...." B3/p13

The distinction between leisure reading and work related reading was made by a number of prisoners and this distinction influenced their relative levels of enjoyment...."If it's education...I'll learn a bit more. If it's just for leisure, it's just for leisure". B25/p1
One prisoner maintained that he enjoyed reading novels: "...novels are alright. With textbooks, I've got to learn and so on, so I've got to read them". B8/p3
He explained the reading constraints of textbooks which reduced the enjoyment he got from reading when he said: "Like a novel, you can sort of miss bits and pick bits up, but you can't miss a thing in a textbook." B8/p3
Another prisoner maintained that he did not enjoy reading at all B5/p1
but said that he avidly read books about pottery: "Well

I read about one book a week on pottery, 'cause I'm doing that at the moment - I'm sort of reading that all the time, I thought you meant novels. I read them occasionally". B5/p1

He enjoyed the technical material because he felt as though he was learning whilst he was reading. B5/p4

A number of prisoners were quite clear about the fact that they enjoyed reading particular kinds of things. One said that he enjoyed poetry B7/p1
but that he had to feel in a certain mood before he read it. B7/p2
Another inmate enjoyed reading letters B13/p2
and he "....usually got one a day". B13/p3
Car magazines for a self assessed poor reader provided him with material to read that he enjoyed. B14/p5

Six of the men interviewed gave oblique answers to this question by describing what they read and why. One, who was involved with the setting up and maintenance of an internal video system within the prison said: "....reading.....must take first preference before you start filming". B2/p9
"Even to do an interview you've got to do at least 2 nights reading, in my situation here". B2/p10
Reading was almost a compulsory activity if he was to persist with his other activities within the prison.

The freedom which reading offers the individual was another reason indirectly offered for the enjoyment of reading: "....you read something, you make your own characters, you make your own location and everything is totally believable." B4/p8
A similar sentiment was expressed by another prisoner who enjoyed reading for both the relief it offered from prison life, and the potential for learning which it gave him: "It's sort of a release from everything, you sort of get into a book and things around you disappear". B6/p1
and "....When you're reading you're learning as well as imagining...." B6/p2

One man summarised all these feelings when he said:
"While I was reading that book I wasn't in prison. It's
a release." B21/p30

Two other prisoners obliquely acknowledged their
interest in, and enjoyment of, reading. One had read
a "...lot of psychology". B11/p1
and had found it "....useful, not interesting". B11/p1
The other read no novels B12/p2
but enjoyed "...geographical books". B12/p2

The difficulties reading that one prisoner experienced B15/p2
meant that he only read factual material about "....
hunting or something like that or fishing...." B15/p1
Another said that he had "....gone off reading since I've
been here. I used to read quite a bit but I've hardly
read since I've been here. I suppose it's a bit
unusual because you get plenty of time but I...turned
right off it". B16/p1
He saw no point in reading about things which interested
him and which he enjoyed doing: "I like to read up on
things that I want to know about....except since I've
been in here....there's nothing that I've really wanted
to know about and that I could carry on with ......
there's no use reading about a certain type of engine
because I couldn't work on it in here anyway....I think
that's probably why I've stopped reading." B16/p2

Two other prisoners B17 & B18
thought of reading, and the enjoyment to be gained from
it, as an activity which filled the spaces "....when
there's nothing else to do". B17/p1
".....you can just read a book.....you seem to forget
where you are for a while". B18/p1

Another man had very definite views on the enjoyment which he got from reading B22/p1
He said: "My reading's like me music. I'm not fussy.
If I enjoy it, I enjoy it.....Like I can get half way
through a book and say 'This is crap'. It just doesn't
appeal to me at all...." B22/p1

His confident sense of discrimination was the result of his time in H Division when he read avidly B22/p6
"I would read a book a night". B22/p6
Writing, apart from strictly supervised letters, was a prohibited activity, newspapers and radio were heavily censored B22/p4
and the men spent 16 to 18 hours in their cells. B22/p4
Reading "....was all you had it was everything. That and your own mind". B22/p7

Writing: Enjoyment and Why

The 26 men interviewed at Bendigo Prison were asked if they enjoyed writing and were asked to explain the reasons for this enjoyment. Three inmates answered this question directly and said that they enjoyed writing as an activity. The majority of the prisoners qualified their answers to this question by specifying the types of things that they wrote, and by pinpointing certain writing activities as being enjoyable to the exclusion of others.

Of those who answered the question directly and positively one said that he simply enjoyed it. B26/p11
"If I've got something that I can put into words I will sit down and write....I'll wake up in the middle of the night and put it down on a piece of paper.... it is.... something on its own.... and it make the time fly." B10/p10 & 11

Another man who wrote to his girlfriend every day and whose letters were "...never less than 10 pages" B13/p7
said: "I'm just happy sitting in me cell, listening to me music and writing letters". He explained his reasons for writing so consistently by saying: "The thing why I like writing letters is becuase it's the only time I've got to meself in jail, to me and to the people I write to". B13/p8
"While I'm writing a letter I don't even think about the

place. I'm not in the jail while I'm writing a letter.. I just write it as though I'm sitting there and talking to them....It gets me out of this place." B13/p11

6 men said that they did not enjoy writing. B2,4,5 15,16 & 22 However 4 of these inmates subsequently mentioned that they were either enrolled in courses which involved writing activities B2/p13 B5/p5
or enjoyed a particular style of writing. B16/p6 "I've done a few little short stories for the drama magazine and things like that, but I don't get much enjoyment out of doing that....They've got to be totally absurd or I don't even enjoy doing that". B4/p10

One man spoke about the reasons for his dislike of writing in prison. "I hate writing.....I used to write a bit a few years back.....I wrote a few letters ...I don't like writing letters because well, quite frankly they're read in between me and the person they're going to, and to me that's a bit of voyeurism on other people's part....If I want to write to a woman and tell her that I love her and I'd like to go to bed with her and that sort of stuff I don't want somebody saying: 'Oh look at this bloke', and showing it to everybody, which they do. I've heard them, reading it out loud....I've heard letters read out, you know, and I don't like that. So it sort of cuts you down on writing letters. And what can you write about in jail? Every mundane thing that's in the place. I'm not interested in jails...So I don't write about them". B22/p24 & 25

A number of the inmates interviewed were enrolled in courses organised by the Education Centre and these courses entailed certain writing tasks. One who regarded himself as a poor reader and writer, and who was doing a course in 'Basic English' said that he enjoyed writing "....once I get started..." B14/p6
For a man who spoke English as his second language and who was enrolled in a similar course, writing was a chore. B12/p10 He felt the need to write
and the need to practice. B12/p10

For him issues of practicality took precedence over
ideas of enjoyment.

The task of copying notes on First Aid was classified by another man as being enjoyable B25/p3
but he never committed anything else to paper because
of a fear that it would be used against him. B25/p11
Another inmate who was involved in a Japanese Course
enjoyed this aspect of writing B20/p1
and wrote letters. B20/p17
An interest in writing had lead another inmate to
participate in a Freelance Journalism course, B19/p16
he had also completed courses in Navigation B19/p8
and Building Construction. B19/p18
This man enjoyed jotting "....things down when I think of
something". B19/p17
"I might see something on the news on TV that would
interest me and in the journalism field and I'd write
a few notes down about it and store them away for later..
there's a fair bit of paper lying around." B19/p18

The editor of the prison newspaper who was
doing a range of electronics and motor mechanics courses
through the Education Centre B8/p1
spent a lot of his time preparing material for the paper.
He also enjoyed writing poetry B8/p7
and said that he found that: "It's a good way to
express yourself". B8/p7
Two other prisoners were enrolled in courses specifically
to do with 'writing'. One had embarked on a Writing
for the Media Certificate B23/p3
and was enjoying this but admitted that he did not
enjoy the writing constraints that letters imposed on
him. "I don't particularly write letters...well. It's
always 'Hi', whatever and 'Hope this letter finds you in
the best of health' and 'Hope this letter finds you both
happy and well'. It always starts like this, and half
the time you don't mean any of it." B23/p10
The other man who was about to start a Creative Writing
Course, B9/p1
said that he discovered the enjoyment of writing when:
"I read it back to myself later and made myself laugh.

And I thought: 'Well I can cheer myself up'. That was really what started it". B9/p9
The sense of enjoyment and satisfactions that he found in his writing lead him to say: "I'm trying to look towards writing as a form of income when I get out." B9/p20

A number of men answered the question obliquely. One liked to write about his experiences in court and about the subjects which interested him. "....natural science and its phenomenas.... and what I think about that". B1/p6
Another kept an extensive diary which was being translated to novel form. His enjoyment was attributable to the fact that "....now I've got into writing my own book, the time is passing quicker and quicker." B3/p3
For one prisoner who had a lot of difficulty communicating with others B11/p17
writing and dimensional design B11/p2
provided him with a release from his problems. "I used to be really depressive until I started getting into it, and I let it all out on that." B11/p4

2 prisoners referred to the enjoyment that they got from writing poetry. "I suppose it's your own thoughts put down, it's an achievement when you get something down that upsets you, or you're feeling about, you put it down on paper, it's a good feeling..... things that have happened, things that are on me mind... When I write poetry I sort of put it in me own words, that I understand...." B6/p4
One man had written 400 poems whilst in prison B7/p1
and said that the ability to express himself in poetry was its greatest advantage. B7/p1

Personal letters provided 3 men with the format for expressing themselves as they wanted to. One used letters as a kind of diary or chronicle of what had been happening in the prison in any one day. He wrote to a wide range of people about "...anything that comes into me mind, really, what I do every day and that". B17/p4
Another inmate who wrote regular letters and enjoyed

doing this said that they released his mind and: "When I start writing I think about that so I've got nothing else to think about". B21/p4
Letters also gave this man the opportunity to discuss things which may not otherwise have come up in conversation during visits. "The more I write to Kathy.... I put all the things that I feel in my letters. And if I've got any aggravations or got any doubts or I don't know, it all goes in and you've got rid of that. It's out, you see." B21/p30

The enjoyment of keeping in contact with friends and family on the outside through letters B24/p3
was mentioned by one man as the value he saw in writing. He also enjoyed writing because it took him away from his immediate environment: "I reckon the more you can get out, get your mind away from the place the better it is I think". B24/p4
He had recently started writing poetry and enjoyed this. "....it's easier to say things in a poem than what you do in putting them down in writing. It's mainly love poems and being away from a person that you love. And one of the greatest fears is that I might lose her.... All these stone corridors". B24/p7

Reading and Writing: What and How Much

The 26 men interviewed at Bendigo Prison were asked to assess how much they read and to describe the sorts of things which they read.

4 men said that they read a lot. Of these one said that he read mainly in the area of science and natural science B1/p1
but no novels. B1/p1
Because of his very specific and fairly advanced interest in these topics he sometimes found it difficult to get books which were particulary suited to his reading interests: "There are a few things that I

can't get hold of in prison....it's very difficult to convince somebody what I actually want....they bring the book - but they're not exactly what I want... it happens on some occasions." B1/p2

2 inmates said that they read a lot of novels. B3/p1 & 2;B23/p1

One was interested in the books of Thomas Hardy B3/p1

and he generally preferred to: "...read novels and such like things". B3/p2

The other had a number of favourite authors - John Le Carre, Robert Smith and Alistair Maclean B23/p2

but also read: "....magazines and textbooks". B23/p1

Both of these men said that there were novels that they would like to read but which they could not get in the prison. B3/p1 & B23/p6

"I usually have to wait till my hobby spends'cause I don't get visitors...and I usually have to wait... till I've got enough money saved up from me earnings to buy what I want....Sometimes it takes a couple of months for some of them.... to get them". B23/p6

Another inmate who said that he read a lot B25/p1

enjoyed reading magazines, books and copies of Family Circle, "....when I can get it". B25/p2

5 of the prisoners who answered the question: Do you read much in prison? spoke of their reading habits in terms of a " ....fair bit of reading". One who was involved in a set of mechanics and electronics courses said: "I've read a couple of books, but I've dropped off recently. I've got too many other books to read". B8/p1

He had made a clear distinction between reading fiction and reading technical material. "Novels are alright. With the textbooks, I've got to learn and so on. So I've got to read them....I read because I've got to read." B8/p3

Another inmate was in a similar position. He was enrolled in a course in Japanese and read material associated with this subject. "I read a reasonable bit....philosophy, Japanese stuff and I read a lot of

Japanese novels." B20/p1
The first student was satisfied with the access which
he had to reading material whilst the second said -
"....A lot of the stuff that I'd like to read isn't
available in the Library.....I'm simply not prepared to
say to my frineds: 'Look I want $200 worth of books,
go and get them for me'". B20/p9
He was also resentful towards the teachers in the Education
Centre who had made him feel uncomfortable about
asking for books which he needed to complete his graduate
course work.: "When I started doing the Japanese course
I got a dictionary which the Education Centre bought which
was about $50. Well they didn't stop whingeing about it
for about 2 days and having to spend $50 on a book". B20/p10

Another man who read "....quite a bit actually" B19/p1
was interested in factual books about Australia. B19/p1
He thought that reading material was easily accessible
through the Library Service run by the Education Staff.
"....I've found that I can normally get the books I'm
after.....they get it from the Bendigo Library...We've
got a reasonable library there". B19/p1 & 2.

The fact that he had moved from a shared to a
single cell was the reason given by another prisoner for
the increasing volume of material that he read. B24/p1
He read: "Anything, science fiction". B24/p1
He was also a prolific writer of poetry, and to cater
to this interest he would have liked to see more poetry
books available within the prison. B24/p4
He enjoyed non fiction "..papers .... books....geographical" B12/p4
but: "I don't like to read the novels at all." B12/p4

Further down the reading volume scale were those
prisoners who said that they read 'sometimes' or 'occasionally'.
One maintained that there were too many
distractions within the prison and this made him disinclined
to become involved in reading. B15/p1
When he did read he liked non fictional material to do
with hunting, fishing, war and Indians. B15/p1

Another man, who had read: "...a couple of books" B10/p1
regarded himself as a slow reader B10/p1
and said that: "If I get interested in a book" B10/p1
he enjoyed it. However he preferred to spend his time
drawing. B10/p1

2 other prisoners who read magazines and newspapers B17/p2 & B18/p1
were 'sometime readers'. One was satisfied with the
range of material available B18/p1
while the other would have liked to have had copies of
Post magazine more readily available. B17/p2

Two inmates, said that they read "occasionally". B6 & B5
One read: "novels, poetry and stuff like that" B6/p1
In preference to reading, this man spent a lot of time
writing poetry and "Over the years I've written heaps". B16/p4
The second man was unclear about his definition of
reading. He answered the question: "Do you read much
in prison? by saying "Oh occasionally....watch television mostly". B5/p1
However, he also said that he read "...about one book
a week on pottery because I'm doing that at the moment..
I'm sort of reading that all the time". B5/p1
He didn't like reading novels B5/p1
but enjoyed factual books to do with pottery and he
read those: "....just for me own benefit, just for
knowledge...." B5/p1
He read "....whatever books I can. They get them from
the Tech and from the Bendigo Library for me". B5/p2
His definition of his own "occasional" reading pattern
was tied specifically to fictional material and bore
no relevance to the enjoyable reading tasks associated
with his pottery.

4 men interviewed said that they read "very
little. 2 of these were self assessed poor readers. B14/p1 B26/p1

One read a lot of car magazines B14/p5
and the other, a Turkish inmate, had a lot of difficulty
understanding books and magazines in English. During his

time in Bendigo he had read the two Turkish books that
were available in the prison B26/p3
and he had no access to Turkish newspapers. B26/p1
He had finished no full books in English. B26/p3
Another prisoner read poetry, mostly his own, B7/p1
and he had written 400 poems since he had been in
prison. His writing took precedence over any other
activity. :"Like I like writing. And I sort of write
letters to her and poetry and that. And that's what
I'd rather do." B7/p3
Another prolific writer who was :"....just happy
sitting in me cell, listening to me music and writing
letters" B13/p8
wrote a 10 page letter every day B13/p7
and read only occasionally. He did not read books B18/p1
but sometimes he read the papers: "just mainly the
advertisements - that's it." B13/p1

A number of prisoners talked about the transition
from patterns of consistent and heavy reading to a
range of other activities within the prison. One who
liked reading suspense dramas said that he did not
read: "....as much as I used to". B2/p1
The form of his reading hadchanged because of his
interest in video. He had helped to establish a
centralised video link system with the prison.
He was also involved in putting ".....together a 3
or 5 or 6 minute documentary on the jail" B2/p3
for the local television station. Reading, now, was
associated with the preparation of interview questions,
collecting background information on the people to be
interviewed and ".....even without talking to the
interviewee, you've got to work out roughly, if
you're going to put a question to him... if he's
going to give a certain answer, you've got to have
another comeback answer.....You've got to read to
benefit the interview." B2/p10

Another prisoner had discovered the fascination of computer programming and had one installed
in his cell. "I spend a fair bit of time on that.
Most nights I potter around with that." B4/p2

At another time in prison he had read: "....everything, right through from thrillers to Franz Kafka virtually but I think what happened was that work just built up that much that I didn't have the time.... Because in Pentridge I was doing a 14 hour day.....I would work in the computer industry down there. I would do serveries at lunch time and tea time and also I would run the video at night.....So that sort of filled in the whole day, so that sort of stopped me from reading". B4 p/1 & 2

In Bendigo Prison his reading was associated with: "...computers and stuff I have to do on course and that". B4/pl
He had been granted educational leave to attend Bendigo CAE and was participating in this programme until an anonymous letter to the local newspaper
convinced him that the price of knowledge was too high.

He subsequently withdrew from the Course.

Another inmate had changed from an intensive period of interest in reading anything to do with psychology B11/pl
to a focus which now centred on dimensional design B11/pl
and writing. He had saturated himself with information on the subject he was interested in an it had given him "....ideas for designing". B11/pl
"First I called it psychological designing. It ended up looking like a dimensional design and that's why I'm interested in psychology. It's just the way I express myself through drawing". B11/pl

The shift in focus from reading 'anything' to reading 'something' was explained by one man in terms of new interests he had found since coming to Bendigo. He said that he didn't read "....an awful lot up here now" B9/pl
because he spent a lot of his time writing in preparation for a course he was about to start. B9/pl
He did however read material associated with this course "....because I want to keep my knowledge of words". B9/pl
He maintained that he had some difficulty finding

suitable books to read since the library, housed in the Education Centre, had been closed for the Christmas holidays. B9/p7

"Unless you get enrolled in a course, you can't get anything additional to read during the holidays." B9/p7

One prisoner, who had read a lot on the 'outside' said that he had read very little during this time in prison. He did say however that he had got some books on typing from the Education Centre and taught himself to type. B16/p6

Two prisoners who had spent a long time in Pentridge, mentioned that they had read a lot while they were there. B21/p30 B22/p1

"I used to do a lot of reading but now I don't. I do a lot of writing". B20/p1

"I read quite a bit once.....anything from 20 cent Western up to whatever I could get my hands on.... mechanics, history and a bit of Sci Fi". B22/p1

However his interest in reading had been supplanted by an interest in video. "Since we got the cassette tape deck and the video deck.....I've been doing a lot of fiddling around with it and playing around with it.. recording and things and editing and all that. I just haven't bothered about the books....the books are gone... when I get sick and tired of that after a while....I'll probably end up by turning the television off and going back to the books again". B22/p2 & 3

The sense of release which reading had provided for the other man B21/p30 had been accommodated in the letters he wrote to his lover. "While I was reading that book I wasn't in prison.....It's the same as writing now.... I put all the things that I feel in my letters.....it all goes in and you've got rid of that. It's out you see". B21/p30

The men interviewed were asked to quantify how much they wrote and describe the types of things that they wrote. Only two prisoners said that they wrote nothing whilst in prison. The first of these also

maintained that he read nothing. B16/p1
He had spent his time in prison working on the construction of the Bendigo Attendance centre B16/p6
and on the landscaping of a new garden and visiting section in the jail. B16/p7
His family lived in Bendigo and his wife was a frequent visitor to the prison so the necessity to maintain contact through writing had never arisen.

The other man who spent his time in Education copying notes from a handbook on First Aid B25/p3
said: "Never write anything down....because they find it and they can use it against you...." B25/p11
He did also say: "I'd like to write to somebody.... it might sound strange but I'd also like someone to come in". B25/p12
Since the death of his girlfriend he had felt totally isolated and the possibility of writing to someone B25/p12
was his only relief from a sense of impotency which made him say: "I just feel nutty.....I feel like getting aggressive and I just want someone to feel sorry for me". B25/p12

Five men said that they only wrote when it was necessary. The necessity for writing was defined, by them, in terms of the writing requirements demanded by courses which they were doing, by responses to letters which they received, or by writing tasks associated with their status in prison. Writing associated with his course in Japanese and personal letters were regarded by one prisoner as being a necessary part of his prison routine B20/p17
but "That's all". B20/p17

Another man, who was about to start a course in pottery at the Bendigo Technical College, said that he did not write much B5/p5
but recognised the writing demands which the course would impose. "That's what I'm going to find harder this year, you've got to write a lot of essays and communication and report writing down there, and I think I'll find that a bit hard". B5/p5

Another man commented on his writing by saying: "Only the necessary writing - relating to the case or complaints about the judiciary system most of the time" Blp6
However he did also mention, as an addendum to this comment , that: "Sometimes I like to write actually about the Court - about natural science and its phenomenas and what I think about that - and I want to write things in my own way of thinking about - and that's what I like to write." B1/p6
The needs to clearly express his ideas about his status in prison and communicate with the Court and his barrister presented a problem for another inmate who spoke English as his second language. He outlined the processes he would go through when: "I wanted to write a letter to the Social Officers." B12/p9
He found it necessary to draft and redraft his letters and the have them checked "...sometimes I used to get help from others......there are some intelligent people here I noticed....So I used to ask those fellows, those intellectual people". B12/p11 & 12

Another inmate said he wrote only to people from whom he received letters B18/p5
and his contact with friends and family outside was maintained through telephone calls. B18/p5
While he was in Pentridge he had written a "fair bit" B18/p4
but his girlfriend had left him and "I had no one to write to really". B18/p4

Six men answered the question: "Do you write much in prison? by admitting that it was not an activity which they spent much time on. One of these men felt that his poor handwriting made his letters seem "childish" B2/p12
and he had decided to go "....back to school to learn to write". B2/p12
He had written a book of poetry during his last term in prison B2/p13
however his attitudes had changed. "Now I just want to get along with jail and learn and study and do some-

thing....rather than just be a quantity in jail... I want to get out with something ....with a bit of knowledge.....so the poetry books got stuck away." B2/p13 & 14

Two men said that they didn't write "much". B15 & B4
The first inmate commented that he wrote one letter per week B4/p10
whilst the second maintained that he used to write a lot but "....no one writes back". B15/p7

Problems with English meant that the Turkish man wrote very little. B26/p11
He kept in contact with parents and friend in Turkey through an exchange of letters B26/p1
and he had just started writing some poems, in Turkish, about "....love and jail". B26/p12
His limited knowledge of English meant that his writing was confined to very simple tasks. He assessed his own capabilities when he said: "I make a good sentence in my language but not in English". B26/p11

The issue of censorship had curtailed the writing activities of another man who thought that the lack of confidentiality on the part of those reading the letters (before they were sent) was a form of crude "...voyeurism". B22/p24
He said: "I don't like writing letters because well quite frankly they're read in between me and the person they're going to". B22/p24
The fact that something serious can be made fun of and denigrated had made him turn away from writing. "I've heard letters read out.....and showing it to everybody ....I don't like that.....so it sort of cuts you down on writing letters..." B22/p25

More than half the prisoners interviewed said that theythought that they wrote a lot. Some of this writing was associated with courses which they were doing, some was purely personal such as letter writing and poetry, and some was a record of ideas or experiences which they felt needed to be kept in a permanent written form. The editor of the prison newspaper

did a lot of writing as part of the requirements of
his courses in Diesel Mechanics and Electronics. B8/p1
He also spent time preparing articles for the newspaper. B8/p5
Another inmate who had just enrolled in a Creative
Writing course B9/p1
thought that he wrote "quite a lot". B9/p1
He had concentrated his efforts on poetry B9/p23
but was not interested in expanding the scope of his
writing to include narrative and prose pieces. B9/p8
8 p/13
Similarly an interest in writing had prompted another
man to take up a course in "Writing for the Media" B23/p3
and his writing revolved around the assignments which
were part of this course.

Of those men who said that they wrote a lot,
7 said that letter writing was the format that they
chose. For one man letters were a substitute for
conversation: "What she says in her letters is as if
she's talking to me". B21/p2
He wrote every night for about 3 hours B21/p1
and "....I put all the things that I feel in my letters.
And if I've got any aggravations or got any doubts or I
don't know....it all goes in...." B21/p30

Letter writing maintained contact between family
members and allowed inmates to chronicle their day to
day experiences. B17/p4
One man said that he wrote about: "Oh anything that
comes into me mind really, what I do every day and
that". B17/p4
Another said that he would sometimes wake in the night
and write about something he had been thinking about
during the day. B10/p10 & 11

He commented that writing "....something on its own....
and it makes the time fly". B10/p11

Two men, who were avid letter writers, said that
they very rarely mentioned "jail" in their letters.
One said that the mention of jail "upsets her" B13/p8
and so he developed a technique for letter writing.

"I'll write, I'll comment, if I get an 11 page letter off her.....I'll comment on everything that she says... I'll write about 3 lines on it.....That's how I learnt to write letters." B13/p8

This man devoted most of his spare time in prison to letter writing. "Oh well while I'm writing a letter I don't even think about the place....I'm not in jail while I'm writing a letter.....I just write it as though I'm sitting there talking to them.....It just get me out of the place." B13/p11

The other inmate who said: "I never write about jail". B14/p3
said that he and his wife always wrote about " ....our love for each other, some of the things we've done in the past". He explained his reasons for avoiding the topic of jail when he said: "I reckon the more you can get out, get your mind away from the place, the better it is I think." B24/p4

He had also written a lot of poetry and a record of his emotional progress throughout his time in jail had been kept by his wife who had "....stapled them into a book". B24/p6

One prisoner said that he wrote a lot in his diary B11/p2
and he was thinking about the idea of writing a book. B11/p10
Another inmate had actually started on a novel about: "....how I got to prison.....it's not so much like a book it's more like a diary of what's happened but it's written into a book form." (The first chapter is included in Interview Number 3 pages 15 to 17)

One man who was a self assessed poor reader and writer and who was enrolled in a Basic English Course in Education said that he was writing a lot "....at the moment....." B14/p5
"A couple of letters a week". B14/p6
He said that he enjoyed writing letters ".....once I get started I do" B14/p6
but problems with spelling were more than constraining his writing. "It's just hard to spell the words and that....so I get sick of it after a while and give it up." B14/p6

Two men said that poetry accounted for most of their writing. One man had written "400 so far" B7/p1 "Well mainly they were for me wife. I sort of expressed my feelings for her, cause there's not much to write about, sort of in a letter.....so I just wrote poems about what we used to do." B7/p1

Poetry allowed the other inmate the flexibility of expression which he needed: "When I write poetry I sort of put it in me own words that I understand". B6/p4 He felt satisfied when he had completed a poem: "....it's your own thoughts put down, it's an achievement when you get something down on paper, it's a good feeling." B6/p4 He sent his poems to friends.

FAIRLEA PRISON

Reading : Self Assessment

Writing : Self Assessment

Writing : Possible Improvements

Poor Readers : Opinions about the needs of others

Reading : Why and What For

Writing : Why and What For

Reading : What and How Much

Reading : Access to Materials

Writing : What and How Much

FAIRLEA PRISON

Reading: Self Assessment

The five women interviewed at Fairlea were asked to comment on their own levels of reading proficiency. Four of the five women regarded themselves as proficient readers. F1,2,3 & 5

The first of these women "....read a lot mainly because of my studies involved in education. When I first came here I did a psychology course from Deakin University.... which required me to read quite a lot and this year I'm doing computer programming." F1/p1

The second woman loved reading and described her ability in the following way: "I was always good at school, reading was one of my best subjects, and I love it..I think I do read well". F2/p2

Another woman who had left school at the end of Grade 6 F3/p2

continued to teach herself to read by "....reading around. I worked for the government for a while and I had to do bookwork there, and I just had to read. So I just taught myself......no flies on me. You can see where they've been". F3/p3

Given the fact that her formal education had been limited she considered that she read "....really well". F3/p2

Another inmate regarded herself as a good reader but had done little reading in Fairlea as she was waiting on a pair of glasses. F5/p1

A Spanish woman who could speak virtually no English when she came to Fairlea had, after an intensive 10 week course with the Education Staff, begun to read English. F4/p1

"I used to read only in my language. I couldn't read before much....but I have started buying all magazines and now I go onto books." F4/p1

She had just finished reading "Black Like Me".

The five women were asked if there was anything about their reading that they wanted to improve, and four of them F1,2,3 & 5

were quite satisfied with their reading abilities. The lady who had learnt English as a second language was "... studying English and....doing a correspondecne course" F4/p7 in an attempt to improve her overall use of the English language. Her interest in learning to read English was associated with her notion that while she was reading "...you are always learning and that's a good thing for anybody." F4/p4

Writing: Self Assessment

The five women interviewed at Fairlea were asked to comment on the standard of their writing. Three of them were frequent and competent writers. F1, 2 & 3
The first woman wrote extensively for the courses which she was doing, F1/p9
contributed ideas and written pieces for the Drama group in the prison and wrote lyrics for music which she composed. Her personal writing was associated mostly with the Drama group "....because the particular way that we work within the drama group is based on a lot of our experiences in prison, so all that comes out, and I've got two years - a record of that time ... and it's good to be able to look back on things a year later." F1/p9

The second woman also wrote a lot F2/p4
and confidently worked on the production of a children's book. F2/p4
"I work on that every now and again. Sit down and get ideas and jot them down. I love it." F2/p4
Another woman regarded herself as a good writer, F3/p5
writing things for herslef and for use with the Drama group.

Another woman was a confident writer but rarely wrote anything. F5/10
She corresponded with an inmate of Geelong Prison "But there's nobody else really to write to. You're sort of thinking of the day that you're getting out". F5/p12
For the inmate who spoke English as a second language writing was a problem, and she felt that she did not write well. She made a distinction between the types of writing she was required to do and her proficiency in these different areas. "It all depends, common letters is not bad. But if I want to write a professional letter.....to write for myself, it takes my time....I have to ask to correct it." F4/p6

Writing: Possible Improvements

The women at Fairlea were asked if there were any improvements which they considered necessary in their writing. Two were satisfied with the level which their writing had reached. F1 & 5
Another inmate thought that with the guidance of the Education staff her writing would improve. F2/p4
She hoped to write a story for young children and the help which she was receiving (unofficially) was directed towards the production of this book. F2/p4

The woman who spoke English as her second language felt that her writing had improved F4/p5
but that she still had a lot to do to bring it up to an acceptable standard. F4/p7
Some of her time in Education was devoted to writing practice and she was satisfied with her progress. F4/p7

Another woman thought that her writing was developing as a result of her involvement with the Drama group. The range of topics offered for writing and the flexibility of presentation which she was allowed F3/p7
offered her the opportunity to explore her own abilities

in writing and come to terms with her own ideas and memories.

"...last week we wrote about 'I am'....Like 'I am scared' of 'I am happy'....or whatever. And we were over in the old dining room, and I come out with 'I am in the kitchen I am in the dining room.. I am in Fairlea Womens Prison. I need you.' Well when I wrote that I gave it to the lady, then I went around to the window, to the old part. I sort of looked out and I just went boom!....And thinking about it and having a look out the window. It just hit me right in the face....some were good memories, some were bad." F3/p6

F3/p6

Poor Readers: Opinions about the needs of others

The women interviewed at Fairlea were asked to discuss poor readers or non readers that they had met since being in prison. They were also asked to speculate about the possible reasons for their low reading levels. One woman answered the questions by saying that she had not come into contact with anyone who was a poor reader or a non reader. F3/p4

The other four women cited specific cases of poor readers, and explained what had been done by the Education Staff to help them.

One inmate said: "There have been girls here... that have been poor readers, but they've been helped a lot too.....by the other girls and especially by the Education Centre....like the teachers we've got here, they've always got time to sit down with you....like we often get people here that can't speak proper English and they spend time with them, and show them how to read, how to write, how to spell." F2/p3

The inmate who spoke English as her second language had been helped a great deal by the Education staff at

Fairlea. Initially she read only in Spanish F4/p1
but tuition during an intensive 10 week course meant
that she could now read in English, and she had just
finished a selection of Henry Lawson short stories F4/p3
and a novel. F4/p1

The lack of education was given as a reason by
another inmate for the low reading levels of some other
prisoners she had come into contact with. "We had a
lass here last year and she hadn't had any schooling at
all. She couldn't read or write....And she was 24 years
old, and she wanted so much to learn to read and write.
Well she took the education programme to learn and she's
fantastic....but she had missed out on her education and
she came out being able to read and write." F5/p3 & 4

Another woman admitted knowing a lot of inmates
who did not read in prison. She explained this in terms
of the 'laziness' that the environment induces F1/p5
and the sets of priorities which each individual established for themselves. "I think that it could have
something to do with the environment, you can become very
lazy in here....And also I think living in jail is very
tiring. It's mentally straining and...physically. And
by the time quite a few women have finished their day's
work, all they want to do is go....back to their cells
or whatever. They just want to relax, because it's the
only period of time that you can sort of get to yourself.
There are letters to be written....If I write a letter, I
have to sit down and that letter takes me the entire
night - so I more or less have to find time to myself,
to write letters." F1/p5 & 6

Reading: Why and What For

The women interviewed at Fairlea were asked if they enjoyed reading and why. All five women were enthusiastic and avid readers. The reasons for the enjoyment which they got from reading, ranged from the potential for learning, to the power of reading to transport the individual's mind. One woman said: "I get right into the book as though I'm right actually in the scene." F3/p1

The possibility which reading offers the individual to be 'somewhere else' was reiterated by the Spanish inmate who appreciated that reading a story "....keeps your mind out of jail". F4/p4

Reading also gave her the opportunity to learn and".... that's a good thing for anybody". F4/p4

The fact that her learning was not restricted in any way meant that she felt as though she were not so much a prisoner: "Beside you are learning what you like, it is not like being in jail, you know, because.. your mind is busy." F4/p4

Reading associated with her course work and her involvement in the drama group had given another woman a sense of progress and achievement during her time in prison. "It gives you a satisfaction of achieving something in here too, because that's very far and seldom felt....to have a feeling of....actually doing something and seeing some sort of progression....is very satisfying." F1/p9

For the first six months she had been in jail: "....all I was doing in here was just living jail and I wasn't progressing mentally, which meant that I wasn't progressing within myself as a person either, and you have to keep that up no matter where you are." F1/p2

The potential for learning, the time for reflection and the isolation which reading allows, were the reasons given by another woman for her enjoyment of reading. "I love it because....you learn about other cultures, other people and it takes me away." F2/p1

Generally she read alone "I lock myself away, and hide from everyone, and just sit down and read." F2/p2

Reading stimulated her imagination and allowed her mind to create images in whichever way she chose. "....if you're reading you use your imagination more than anything.... you can read what's in the book but you can also make it look a hundred different ways in your mind." F2/p4

Writing: Why and What For

The women were asked to comment on whether they enjoyed writing and to explain their reasons for this enjoyment of writing. One, who wrote very rarely F5/p10 preferred to think about the time when she would be released from prison. F5/p12

The other woman was involved in an English course and a correspondence course in an effort to improve her general level of writing. F4/p7

The mechanical aspects of writing in a foreign language and the mastering of these mechanics were still pre-eminent in her mind. F4/p7

Enjoyment was not an issue.

The three other women interviewed enjoyed writing a great deal. Writing gave them a record of times and thoughts to be assessed later. One who was involved in writing a children's book commented on the reflective nature of writing when she said: "....sometimes I sit down at night and I think: 'Oh Crazy! How could I write that?' And if I'm depressed....feeling a bit flat, I sit down and....that's when I can usually put poems together.. and then I read them later on and I just laugh." Writing also allowed this woman "....to go into a fantasy world which I think everyone has to do, whether they're in here or on the outside. I think you need to close off from the real world every now and again....As long as I come back to reality it's alright." F2/p5 & 6

Reading: What and How Much

Each of the women at Fairlea were asked to discuss how much they read and what they read. Three women said that they read a lot. F1,2 & 3
One read material associated with her course in computer programming F1/p1
and also spent time reading books and articles to incorporate into the drama programme. F1/p1
Her involvement in these activities had prevented her from stagnating in prison. F1/p2
Another avid reader said that she read biographies, fiction and poetry F2/p1
whilst another preferred fictional material about dogs. F3/p1

Two women did not classify themselves as consistent readers. One of these women need glasses F5/p1
but had read biographies for peference when her eyes had been in a better state. F5/p1
The other woman, who spoke English as a second language read "when time allows" F4/p1
and she enjoyed magazines, newspapers and books. F4/p1

Reading: Access to Materials

The women were asked if the range of books and materials were adequate for their reading needs. Two outlined some of the difficulties they had getting reading material. One wanted more access to everyday reading material such as the Herald and the Weekly Times"....just simple things....like that. There's so much that you do miss out on." F2/p1

The other woman explained in detail the problems she had when she was doing a psychology course from Deakin University. Assignments arrived late, library books were in short supply and had to be ordered and returned, and she had no measure of her progress in relation to other students. She "....just passed. I passed, but just passed. And I was lucky to pass I think under those circumstances." F1/p3

Writing: What and How Much

The women interviewed were asked about how much they wrote and what they wrote while they were in prison. F4 & 5

Two inmates were occasional writers, F4/p5
and both of them only wrote letters. F5/p12

The three other women interviewed classified themselves as prolific writers. F1,2 & 3

F2/p4

One
concentrated on poetry and short story writing, whilst another prolific writer had written short stories, contributions for the drama group and jotted on her calendar whilst in prison. F3/p5 & 9

One had a lot of writing to do in conjunction with her course on computer programming. F1/p1
She also wrote for the drama group, composed music and the accompanying lyrics. Her written involvement in the Drama Group broke "....the normal routing,....it's a release in the sense that you can re enact, and you

become, and you can do things within the drama group that you could never normally have the opportunity to do. To feel and experience different emotions which is a total release from what you feel and experience every day on a normal routine, because everything is so tight here." F1/p8

CASTLEMAINE PRISON

Reading : Self Assessment

Reading : Possible Improvements

Writing : Self Assessment

Poor Readers : Opinions about the needs of others

Reading : Enjoyment and Why

Writing : Enjoyment and Why

Reading : What and How Much

Writing : What and How Much

CASTLEMAINE PRISON

Reading: Self Assessment

The 11 men interviewed in Castlemaine Prison were asked to assess their own standard of reading. They were asked the question: Do you think you read well?

6 men thought that they read well (C1, C2, C6, C7 and C11). One, who outlined his early educational experiences in great detail C1/p1 to 3

maintained that he read "Fluently" C1/p3
Three men simply answered the question positively and with no qualifications. C2/p3 C6/p2 & C11/p2

Another inmate who also thought that he read well C7/p2
said: "I can't go to sleep until I've had about three hours reading". C7/p1

Two prisoners regarded themselves as average readers, C8 & C9/p10

and one of these men explained his assessment of his reading abilities in terms of the kind of material which he read. When he reads novels "I'm not a fast reader, I'm not a slow reader......my thoughts can keep up with my reading.....As I read I can understand." C8/p8 & 9

When he was confronted with technical material relating to courses, which he was doing, he found the task of reading quite different. "In study material i'ts often more difficult, because doing a course you've just started there's a lot of problems to that concerning that course. One you don't understand a lot of the functions of the course and different areas of the course and different abbreviations of words. Thus it becomes more difficult and you have to read it twice or three times or write it down and keep reading it to understand it. And you have to refer to a dictionary, whereas with a novel the number of times you refer to a dictionary would be once in a hundred books". C8/p9

One man found it difficult to judge his reading abilities but concluded that "I'd have to say below average to be honest". C3/p16
His assessment was based on the speed at which he read. C3/p16
However he did also comment on his sense of interpretation: "I'm probably better than most as far as understanding because I can pick up an idea just by the mention of a few words". C3/p16

2 men thought that their standard of reading was low. The first of these regarded himself as a slow reader C4/p3
and he had a lot of difficulty retaining what he had read. "I'll read something and it'll just go in and straight out again". C4/p3
"I don't think anyone remembers everything they read, but they remember the important bits. I can't seem to grasp being able to do that." C4/p5
Another inmate who had taught himself to read and write C5/p2
thought of himself as a "pretty terrible" reader. C5/p2

One inmate who was in the process of "....trying to complete his BA" C10/p1
said that he did not consider his reading to be as ... "good as I want it to be". C10/p1
He maintained that he read "Adequately. I don't think I read well. I read a lot but not well". C10/p5
He explained his dissatisfaction with his reading ability by saying: "I come from an ethnic background....I came out here when I was five or six years old......so the basics at primary level. I had trouble then and picked up bad habits." C10/p5 & 6

Reading: Possible Improvements

The men were asked: Is there anything about your reading that you would like to improve? Two replied that they were satisfied with their reading abilities and felt that no improvement was needed. C2/p4 C11/p4

The speed at which they read concerned two inmates and they felt that this was an area of their reading that they would like to improve. C6/p4 & C10/p8

One of these men also a said that he would like to extend his vocabulary. C10/p6
He had designed a way to achieve this improvement":... by doing a lot of reading....and then I come to a word, underline a word and come back to it later". C10/p6
He had found that by using a Funk and Wagnells text he could find"...exact words. And you learn in a sense.. I find that helpful". C10/p6 & 7

Four other men mentioned that the interpretation of words was an area of their reading that they would like to improve. The inmate who had taught himself to read and write "....got stuck.... ...on...big words". C5/p4 & 5
"It gets me there". C5/p3
He suggested that the best way for someone to go about helping him to become a better reader was: "Give you books to read. Tapes of people reading....If you got the book there as well you can read along with it". C5/p3
Another prisoner who had the same problem with "exact words" C7/p6
and their meanings had dealt with his problem by referring to a dictionary. "I've got in the habit now of looking

them up in the dictionary or Thesaurus". C7/p11

"Interpreting hard words" C9/p13
represented a problem for another man and he overcame this difficulty by persisting with the task of reading. "I may read a phrase or something and there's going to be two words in it that I don't know or understand what they mean.....but you pick it up as you go along.... 'cause the paragraph will give you what they're talking about, but still them words. I don't even go back to look in the dictionary to find what they really mean whereas I know I should. But I don't.....I just skip because the sentence has told me what it's all about." C9/p13 & 14

An avid reader C8/p2
who was enrolled in a Business Management and Business Law Course said that he would ...."like to understand a lot more words". C8/p13
When reading fiction he was "....susceptible to jump a line". C8/p14
He took responsibility for the problem himself: "I have to rectify that problem myself....a simple little book-mark could fix that, run under the lines....just run under the line you're reading. That'd solve my problem". C8/p14
Technical material related to his course work presented a different kind of problem and he had developed another strategy for dealing with difficulties which arose. "If I've got a problem I just keep repeating it out loud. That section out loud till it's in my head.....It's pretty hard just reading a section on law, something that you've never done in your life before and try to fully comprehend the meaning. You sort of got to drum it into your head whether by writing it or by reading it and re reading it. I read both out loud and to myself." C8/p4 & 5

His confident flexibility in using different reading techniques with different material was the result of his idea that "You've got to adapt yourself to to different situations to read. And your capabilities are different.....It doesn't matter whether you're fast or slow. So long as you can fully comprehend what you're reading". C8/p10

Writing: Self Assessment

The men interviewed were asked to assess their writing abilities. Five inmates thought that they wrote well. One said: "I have a natural facility for self expression". C1/p8
Another commented that he was satisfied with his handwriting and sense of written composition. C4/p6
One man who had completed a freelance journalsim course C7/p1
thought that he also wrote well. He attributed his competence to his time spent in the theatre. C7/p4
He was concerned with the standard of his handwriting which he described as a "scrawl" C7/p8
but he enjoyed writing. Letter writing was his forte and he outlined the methods he used when he was writing when he said: "I write letters. In a foolscap book first before I transpose it onto my letter......It's always changed form....I'm happy with what goes out because I've done that. I wouldn't be happy if I'd just rushed straight off.I think I'm doing it exact....." C7/p9 & 10

One man who considered himself to be a good writer C9/p2
qualified his answer by saying: ".....it all depends on the topic that you're talking about and it all depends on who you're writing to". C9/p2 & 3

He felt most confident when he wrote love letters. "My topic is love letters." C9/p3
He wrote them "Straight off the head" C9/p3
but admitted "I think about them always, like I'm going

to write that letter tonight and I've been thinking about
it all day. No matter where I am I'll be thinking about it". C9/p3 & 4
He was constantly on the lookout "For something to put in
my letter. "In jail I live for that". C9/p4

Another inmate described his writing as "effective" C10/p14
He wrote scripts, letters and had just completed a
sociological report. C10/p10, 11 & 13

These different writing tasks fulfilled different
functions for him. Letters maintained contact with the
outside world, script writing had "...no other purpose other
than for myself" C10/p11
and the report writing satisfied his interest in research. C10/p12
Writing was an alternative for this man: "...last
night was a bad day for me....I had to write. If I'm
relaxed I'd probably watch TV. But if I'm not, I have
to get away." C10/p14

Three men ranked their writing abilities as
"average". One man who was concerned with the
standard of his handwriting didn't feel the need to
improve on the quality of the writing he was producing. C2/p7
Despite the fact that he did not enjoy writing very much C2/p6
he sent out five assignments each week to comply with the
requirements of the different courses which he was
doing. C2/p6
Another man described his attitude towards writing as
not "overkeen". C6/p3
He wrote letters each week for "contact" C6/p4
and completed "....my assignment and things and reports." C6/p4
and said: "I'm quite happy with my writing". C6/pr
A similar opinion was expressed by another man who
regarded himself as a "very casual writer". C8/p15
He enjoyed reading more than writing, C8/p16
but outlined the kinds of writing demands that his
courses entailed. "...lot of material I've got with my
courses, that takes a lot of writing. It's all writing
....it's an assignment a week....but on an average day I'd
write 20 or 30 pages...so it's a fair amount." C8/p16

Three of the men interviewed offered oblique answers to the question: Do you think that you write well? One man listed the types of things that he had written - poetry, short stories and letters and a small book C5/p4 C& 5

He loved "....writing because you know I'll settle something. Get a pen, a piece of paper and start writing. That's it. It relaxes me more than anything else...makes me feel better". C5/p6
Another inmate who found "....it very difficult to relate to anybody around here" C11/p8
and who got "....angry, depressed and everything is negative" C11/p8
found that writing was his only relief. "I'm not a very good communicator, and I guess I can express myself better in written words than words". C11/p5
The final positive, but oblique answer to the question was given by a man who is completing his HSC whilst in prison. C3/p25
His return to formal learning and his compulsion to communicate with people through writing was expressed when he said: "What you learn has got to mean something ....if it doesn't mean that you can actually reach people and be amongst people with dignity then it means nothing... So I decided to put my writing and learning into practice." C3/p40

When asked if there were any improvements possible in their writing two inmates replied that no changes were necessary. C1p8 C6/p5

However, one of these men thought that the chance to be "....in communication with someone, discussing things with them in a cell....helps me improve the mode of expression... any kind of experience provides the raw material.... for self expression". C1/p8

Handwriting proved to be a problem with three men C2/p7, C4/p7 & C8/p17

whilst spelling for another prisoner was an area of his writing that he wanted to improve. C5/p6

2 men identified a lack of vocabulary as being a problem
which they had with writing, and as an area for possible
improvement. "....I sort of use slang words, I wouldn't
mind improving....getting around the slang words....I
wouldn't mind using bigger words....like one big word
will mean several small words." C9/p5
This man also thought that the restriction to one letter
per day C9/p7
was a problem. "Every night I'll write a letter, but
I could write two letters....so see I don't get enough". C9/7
Another inmate commented on his writing by saying: "I
think my expression's dead. I think....what I actually
put on paper does fall short of the thought process....
and that probably comes back down to lack of vocabulary". C10/p14
He maintained that his improvement would come about as
a result of: "...having people to get books for me....
being able to bring books in from outside." C10/p15
Another man thought that his expression went too far
in the other direction and was too "flowery" C7/p8
"I know I write a little bit too much....Where I could
say in one simple sentence I like to embellish it more". C7/p8
"Just to write short, more precise.". C7/p9

One prisoner maintained that the issue of an
"audience" to whom his writing was directed was of
extreme importance. He expressed the need for "approval" C3/p29
and response when writing, without which his writing
appeared to be meaningless. "Now I write in the hope that
one day....there's an objective. When you write there's
an objective, that you're writing to reach someone and
they're going to respond. That gives you feedback...
some sort of satisfaction that you're getting an answer
a response. If they just stop responding, you stop
writing....putting it bluntly received approval,
receiving approval of someone who is reading it to say -
"Oh that's very interesting, I like that. Would you
write some more?" ...that's what you're aiming for." C3/p28 & 29

As a consequence of this idea he advocated that Education should reassess its role. "If they realised that they were dealing with people who are vaguely trying to be understood as much as be taught. If they could help you understand that education is not just you absorbing data, or about learning things, or accumulating knowledge, but actually helping you to communicate....and inspire other people just to have a go for their own benefit....." C3/p29

Poor Readers: Opinions about the needs of others

When asked if they knew anyone who was a poor reader or a non reader, 10 of the 11 men interviewed replied that they did while 1"didn't know". C4/p10
5 inmates also offered reasons for why these people were poor readers.

One man found the number of poor readers an unexpected fact of prison life: "I was very surprised when coming into prison to find that there was really anyone in Australia who was genuinely illiterate. I wouldn't have thought it possible...." C1/p11
He maintained that these people could: "....read and write after a fashion" C1/p11
but he was unwilling to commit himself to any assessment of the numbers of men in this situation. C1/p11
Another inmate thought that there were "....quite a few". C6/p3
men who were poor readers. He outlined the restrictions which these poor readers faced in prison when he said: "In here guys who don't read depend a lot on TV or hobbies. Whereas I guess blokes like myself who do read a little more have other avenues - always something to do ...It's your choice of the material. You don't have to cop what they put on TV if it's not worth watching". C6/p3

Another man said that he knew "....a lot of people who are poor readers" C10/p7
and he outlined what he thought were the characteristices of poor readers. "Some of them not being able to pronounce, even have the ability to recognise words. That's how I knew they're poor readers. Plus I've heard them read newspapers. As long as they're reading the trots they're right." C10/p8

Institutionalisation was the reason given, by another man, for the poor level of reading and writing which his brother had reached. "I got a brother who doesn't read and write very well. If he writes a letter to me it's quite obvious that he's seen me doing it. I used to do a Freelance Journalist course, and he used to see me reading out articles. I had a thesaurus next to me. He's about 27 and sometimes has the mentality of a 12 year old. He's been institutionalised far beyond the call of what's right and wrong. He's that institutionalised now that they've given him the pension... Anyway he's in and out of gaol all the time.....by his letters you can tell he's got the Thesaurus right next door to him, becuase all the words that he uses - they've got nothing to do with what he's saying." C7/p1
This man also hypothesised about the relationship between crime and poor reading and writing skills amongst younger people when he said: "You know a lot of people getting into drugs. Doing a St. Kilda beat. A King's Cross beat. Half of them can't read nor write. Can't understand it. And they've come up to me. So I know personally that a lot of them can't read or write. They ask me to do something for them....Write them a letter... And I don't think a lot of these kids would be in their predicament if they had a little bit of education or were able to understand English a little better. The basics that everybody should know. Enough to be able to write a letter by themselves. A simple letter. They tend to close up - join a gang of likewise kids. You meet a lot of kids like that. All get to be vagabonds. Fucken Lairs. They're uncontrollable." C7/p5

Another man maintained that apathy was the reason
why some of the people he had met in jail were poor readers.
These poor readers had "A very poor attitude. We call
them 'plastic gangsters'. Just usually young blokes who
don't seem to care a fuck about anything.....They don't
know what's going on. Inside or outside, or what." C2/p5
This attitude was reiterated by another inmate who
thought that "The majority of people who come into the
prison system have difficulty with reading....you can tell
by the general attitude of people who come through." C11/p3
He thought that "more than half" C11/p4
of the prison population were precluded from reading
because they couldn't read.

"Bad schooling" was another explanation offered
by an inmate for the low level of literacy skills of some
inmates. C9/p11
He estimated that about 10 out of the muster of 90 men
in Castlemaine, at the time of the interview, could
not read at all. C9/p13
He cited the following example: "I've even had a few of
the guys in Castlemaine here come up to me and ask to
read their letters for them, that they received because
they can't bloody comprehend what's being said." (C9/p12
Another inmate who regarded himself as a poor reader C5/p2
explained that he had taught himself to read and write C5/p2
because: "I didn't have much to do with any of the
classes. I was hardly about for a start." C5/p2
Despite his own low estimate of his abilities he was
a prolific writer who had completed short stories, a
small book and poetry. He also wrote letters every
day. C5/p4

Another inmate summed up his impressions of the
reading habits of prisoners when he said: "There's 5 or
6 that I'd know of who read regularly. Some of them
read only once in a while and some read rarely at all.
Some guys can't read. Some New Australians. Some never
learned and don't want to" C3/p17

He described the disadvantages of not being a competent reader. "....I can pick up a book and it provides something I can relate to and laugh about. And break the tension. And be free for a little bit. In the world of imagination. Whereas I see other people who haven't the ability....it's just a perpetual tedium. It's constant. The same things over and over again...." C3/p10

Private interviews between the Education staff and the inmates was a technique suggested by one man to overcome the natural reticence of prisoners to admit their literacy problems. C8/p27

This man had come into contact with a poor reader whose attitude was one where "....he doesn't care......he justifies himself as being a loudmouth, swearing, being tough......But when it comes to basic reading and writing he's stuffed he can't do it. He can't even read a letter that people wrote to him. He gets other people to read it. Its embarrassing in some sense....And I think it's a pity. It's up to nobody else. If you can't make the effort to learn to read he's got to ask. If you don't ask you never know." C8/p12

For men trapped by their illiteracy, this inmate thought that Education should make itself more visible and more accessible in an effort to overcome the natural embarrassment of those who needed help with reading and writing: "I suppose they (the teachers) have to be around, and I don't mean just going to the front gate. Like it wouldn't hurt the system for the teachers to conduct interviews, private interviews. A lot of guys are really embarrassed because they can't read. It's a personal thing.....Where the confidentiality of the person is assured. That can help. It's a start. At least they're talking to them.....And if a person wants help, he knows it's there for him. A lot of guys, I suppose wouldn't know in this place. ...because they haven't sort of been told, or nothing's been really explained to them." C8/p27 & 28

Reading: Enjoyment and Why

The 11 men interviewed at Castlemaine were asked the question: Do you enjoy reading? and why? 9 replied positively while 2 maintained that they definitely preferred writing to reading. C9/p1 & C5/p1 &4
The reasons which the men gave, for the enjoyment of reading, were varied.

The fact that reading gave knowledge was mentioned by 6 men, all of whom were enrolled in different courses within the Education Centre. One man said that he enjoyed reading because he wanted to "...gain as much knowledge as I can for when I get out. I've got a few plans going and need to know extra things.....mainly to do with finance, real estate and electronics." C2/p2 & 3
Another inmate who was completing his Matriculation subjects C3/p3
said, that as well as knowledge, reading provided him with a set of distractions that were vital to his existence in prison. "It's the continuum of boredom, and the only way to fight it is with your own mind. The only way to relieve the tension is with your own mind - by distracting yourself - taking your mind to something else.....a new book can be a window to a totally different world." C3/p22
The perspective that reading offered this man was another reason for his enjoyment. "...you can get depressed and become malingering....And then you can pick up a book - a book with a lot of comedy in it say, that appeals to you - you can laugh and it destroys that mood for a while.....by grabbing a book, that gives you another interpretation of life." CC3/p4

One man who was enrolled in an Electronics course from the TAFE C6/p1
enjoyed reading material related to his course. He also

enjoyed reading novels because the activity "Helps to fill in time." C6/p2
Another man who read for at least three hours each night C7/p1
enjoyed reading associated with his present interst in pottery: "I'm reading at the moment in conjunction with pottery. Studying up on glazes. The finer aspects of glazing". C7/p2

Two other inmates, (C10 and C8) who were studying at the time of this interview, said that they enjoyed reading associated with their courses. One described his reading pattern in the following way: "I read a novel a night. I study also.....I do a revision on all the work I've done during the day". C8/p2
The benefits of such extensive reading were obvious to this man. "I feel as if I'm doing something. Not only for myself but to benefit me outside which'll keep me out of trouble, because I'll have some sort of qualification afterwards. Cutting and making seed boxes is just no qualification at all". C8/p2

Confidence in the subject he was reading about determined the amount of enjoyment another man got from reading. He read about things he knew about already, and he had a number of favourite books which he referred to constantly. C4/p2
These 'old favourites' were the Bible, The Everyday Problem Solver and some poetry books, C4/p2
and he "....had them hanging around ... to refer to.." C4/p2
Another inmate simply said that he enjoyed reading but gave no reasons for this. C11/p2
The fact that reading allowed another man to keep his mind flexible C1/p5
accounted for his sense of enjoyment. He also maintained that reading is "....another means of finding some sort of pleasurable activity which is also an activity of the mind....I find the intellectual discipline of reading a very valuable training.....it's like going into a gymnasium for a boxer and doing workouts. It's mental workout. It's necessary." C1/p5

The time which reading allows for personal reflection was another aspect of his enjoyment. Reading: "....gives you the opportunity to chew over the arguments presented.." C1/p6

The contemplative and reflective nature of reading was described by one man as part of the reason for his enjoyment of reading. "You read a book - it's the same kind of fiction as TV but it's between you and the book. There's no pictures, no nothing, just words and your thoughts...." C8/p8

He enjoyed reading "Especially if I've got peace and quiet and time to myself. It gives me peace of mind and I don't notice the time......When you're reading your thoughts are with that book. You try to put yourself in that person's or character's place, and you lose all track of time.....It's often that I start reading a novel at 5 or 6 o'clock in the evening, and I'm still reading it at 2 o'clock in the morning. And I don't realise it's 2 o'clock in the morning, by the time I look up....Time flies when your mind is occupied" C8/p6

"Reading takes up a lot of time for a lot of guys because it's one form of escape - they can just shut away that they're inside while they're reading.....Like after reading a book that I'm immensely involved in I sort of look up and say "Christ I'm in here again....It sort of passes the time and I don't think of me as being inside".

Writing: Enjoyment and Why

The 11 men interviewed were asked whether they enjoyed writing, and if so why. Three of these men mentioned that they were not particularly interested in writing. One said that he did not enjoy writing "....a great deal...." C2/p6

but he had to write to complete the technical courses that he was enrolled in. C2/p6

He was doing five courses all of which required one assignment per week. He also wrote "Probably 2 or 3 letters a week" C2/p6

Another man who was "...not over keen on writing" C6/p3
also had written assignments to complete. C6/p4

He explained his reasons for not enjoying writing, in particular letter writing, when he said: "I find it very hard to write letters in here. Because once you've more or less said something about in here, not all that much changes. You've given your view of whatever you feel - the set up, here - and that stays sort of stagnant....you're outside and you want to relate your activities, there's different things you can say, you've done or enjoy doing. Just general conversation about politics even. In here.....once you've said your opinions there's not much more you can do about it". C6/p4 & 5

Another inmate definitely preferred reading to writing as an activity, but he admitted that he wrote a lot in conjunction with his course in Business Management and Law. C8/p15 & 16

He acknowledged the interaction between reading, writing and study when he said: "Writing is a very important part of studying. You can't have one without the other. It's one thing reading. But your thoughts are there.... but you have to put it down on paper. You just can't work one without the other. Especially if you are doing a course. They have to coincide with each other. Your thoughts have to be put down on paper." C8/p16 & 17

One of the men interviewed questioned the use of the term "enjoy", C1/p8
when applied to writing. He said: "It's a way of expressing thoughts and feeling....I have to make the effort." C1/p8

Another man, who wrote letters and a "bit of poetry" C4/p6
enjoyed the exercise of doing crossword puzzles. C4/p6

"That's about the best bit of writing I do". C4/p6

5 of the inmates answered the question: Do you enjoy writing? positively. The first of these men recognised the importance of communication and contact whilst in prison. "A lot of people can't communicate so they're frustrated.....they can't relate to you either ...so how can you relate to them. So you've got to make a few steps yourself. You've got to be able to learn to write down what you feel about prison. C3/p11
The need to have an audience to respond to his writing and further the communication was the next requirement for writing to continue. "When you write there's an objective, that you're writing to reach someone and they're going to respond, that gives you feedback.... some sort of satisfaction that you're getting an answer, a response. If they just stop responding, you stop writing". C3/p28
He summarised his enjoyment of and fascination with, writing when he said: "I personally love words, because words create reactions and moods, they create moods and they communicate how I want to be understood...." C3/p32

Another man valued the time and opportunity for reflection which writing allowed him. "I'm not a very good communicator, and I guess I can express myself better in written words than (spoken) words." C11/p5
The last piece he wrote was a letter which contained his "experiences, and writing down the hassles.....I wrote it as a letter....expressing how I felt". C11/p6 & 7

Letter writing represented an enjoyable writing task which another spent a lot of time on. "I definitely like writing". C7/p8
He drafted his letters, redrafted them and then transposed them onto his letters. C7/p9
He was always pleased with his final product. "I'm happy with what goes out because I've done that. I wouldn't be happy if I'd just rushed it straight off." C7/p10

The maintaining of contact with people on the outside was the reason given by another man for his

enjoyment of writing. "You're going out one day..... you need friends." C9/p2
This man spent most of his time in prison on the look out for ideas to incorporate in his love letters."
I think about them always, like I'm going to write that letter tonight and I've been thinking about it all day. No matter where I am I'll be thinking about it.....I might read something today and it might have a phrase in it. I know it's cheating, but still, there might be a line of beautiful words in it....that really touches my heart.....I'll write that to my wife..." C9/p4

The release which writing offered another man was his reason for enjoying it. He wrote a lot C10/p10
both independently and as part of his formal course work. Writing offered him stimulation C10/p12
and the ability to "get away". C10/p14
Another inmate expressed a similar set of ideas about writing when he said: "I love writing because you know I'll settle something. Get a pen and a piece of paper and start writing. That's it. It relaxes me more than anything else. Even more than smoking dope you know and I love smoking dope. Writing makes me feel better". C5/p6

Reading: What and How Much

The 11 men interviewed were asked to specify how much they read. They were also asked to describe what kinds of material they read. 6 men said that they considered that they read a lot. One man who described his reading "... as habitual to me as eating" C1/p1
enjoyed the "classics", read textbooks associated with his course in French C1/p2
and thought that: "....the Russian authors are wonderful" C1/p3
Another inmate read: "Anything I can get my hands on." C2/p1
Apart from the newspaper, he had a particular interest in: "...finance, real estate and electronics". C2/p3

He maintained that he read this material "....to gain as much knowledge as I can for when I get out." C2/p2
He divided his reading into two categories: knowledge and enjoyment C2/p2
and the latter category included a range of humourous books. C2/p3
The distinction between reading factual material and purely fictional books was made by another man. He read pottery books to: "...study up on glazes. The finer aspects of glazing". C7/p2
but "books and novels" were the 'stuff that dreams are made of', "I can't get to sleep until I've had about 3 hours reading....mostly spy books and mystery books". C7/p1 & 2

Study material accounted for a large proportion of the time which 2 other men spent reading. One said: "I read a novel a night. And they consist of 200 to 500 pages. I study also. I have to. I do a revision on all the work I've done during the day". C8/p2
The other man said that his reading pattern had changed since coming to prison. He read more fiction "....to get rid of time basically". C10/p5
but preferred to read in conjunction with his study (BA degree) if the option were available. C10/p5

Another man who read a lot C3/p2
described the changes in his reading pattern that had occurred during his time in prison. "There's a stage when you come to prison and you tend to read a lot more then, but as you get to know people you tend to come out and associate more and your reading drops off, but there is a heck of lot who never read much at all and they're wondering where to start?...Where do you start when you don't know?....I think somewhere along the line they might be able to do a glossary of the books. Whether they contain fiction, general knowledge...and give you an idea of what each book is about.....If each time you finished the book you just wrote a little paragraph on what you thought of the book". C3/p18 & 19

He had read a lot "...just as a distraction, just to

fill in time" but a new interest and involvement in
completing his Matriculation meant that: "Now it's
reading; reading as related to my studies....but
initially it was purely entertainment". C3/p3

Two men said that they read a fair bit. C6/p1
C11/p1

The first of these men described what he read when he
said: "Books, and whatever I can pick up. Just
novels and newspapers because he liked to "...keep
up to date with current affairs and politics." C11/p1

Two of the men interviewed said that they
read only on rare occasions. C4/p1
One man had a store of favourite reading material which C9/p1
included the Bible, some poetry books and an Everyday Problem Solver. C4/p1 & 2
He described his selective reading when he said:
"I don't read books that I don't know anything about....
It won't be something that I don't have any knowledge
of already....it'll be something I know something about..
So I can pick it up". C4/p1
The other man who said that he did not read "much" C9/p1
enjoyed novels and read 1 per month. C9/p10
He spent a lot of his time writing letters and this was
his pre occupation whilst in prison. He was constantly
looking for ideas, experiences and expressions to
include in these letters. "In jail I live for that.....
No matter where I am I'll be thinking about it....you
might say something to me. I might say: 'Gee's that's
got a sort of ring to it, I'll use that tonight". C9/p4

Another man who read: "...only porno" C5/p1
was however a prolific writer. He described his nightly
routine in the following way: "Well when they lock us up
I read magazines until six o'clock. That's when
Milligan Monkey is on, so I watch it. When that's finished
I turn the radio on. Sit there with the magazines - write
poems and so on." C5/p4
He had produced poems, letters and short stories during
his time in prison. C5/p4
Writing was his preoccupation.

Of the 9 men who were asked to comment on the access which they had to books and materials, 4 replied that they were satisfied with the service which the Education Centre was offering. C4/p8 & 9 C6/p9 C9/p10 C11/p1

Two inmates advocated a different stocking of the school library: "Some stuff should be burned. Mystical stuff and ghosts. More Classical". C1/p12
Another man wanted more: "Basic novels" but felt that the materials he needed to complete his course were easily available to him. C8/p4

One man wanted more books and thought that "....having people to get books for me....and being able to bring books in from outside" C10/p15
would be an advantage. He thought however, that he was "....treated reasonably fairly as far as education is concerned". C10/p15
Another man was dissatisfied with the range of books available. "They got books out there you'd find in a bloody pre school.....There's not a very big selection in the library". C5/p10
He advocated expanding the science fiction, non fiction and poetry sections of the library to cater for a wider range of interests. C5/p11

The annotation of books was suggested by another man as a technique for interesting reluctant readers in new material. "The problem with the library here is you've got to know what the book contains. There's a lot of kids, people, who come here, who've never read much at all and they're wondering where to start." C3/p18

Writing: What and How Much

The men at Castlemaine were asked to assess how much they wrote and what this writing consisted of. One inmate did not directly answer the question but preferred to discuss the types of things that he wrote. These included essays, assignments and letters. C1/p7

Five of the men said that they wrote a lot. One of these men had written at least 30 poems, short stories and "....one letter - five days a week". C5/p4

Letters were mentioned by the other 4 men who considered themselves prolific writers, as occupying a significant part of their writing activities. One man took a great deal of trouble with his letters, drafting, redrafting and finally transposing them ready for sending. C7/p9

He sent: "an average of about 2 a week" C7/p8

Another inmate spent all his time sifting information and impressions from prison for material suitable to include in his letters C9/p3 &4

He wrote 1 letter every night C9/p1

but said: "...I could write two letters". C9/p7

He explained his problems with the rationing system: "You only get one letter per day to write. No matter where you go. And it's a downfall becuase you might receive two letters....and both of them might say: 'Could you write straight back'. And how can you write straight back?....I believe in giving you several letters, let you write as many as you like......If you're willing to pay for the stamp... write away". C9/p8

The other two men who wrote letters regularly were also involved in writing tasks associated with their particular courses. One was required to submit "...an assignment a week....Some assignments are longer than others. Some are shorter. It varies. But on an average day I'd write 20 or 30 pages - loose leaf pages. So it's a fair amount. Plus you're writing letters every day". C8/p16

The other man who was completing his Bachelor of Arts Degree enjoyed writing associated with private research C10/p12
and had just completed a sociological report. C10/p10
He had also done some script writing for a play "....that has no other purpose , other than for myself". C10/p11

Another man who was involved in completing his Matriculation subject through the Education Cenre commented that his writing pattern had altered. "I used to write constantly, until I got involved with the school. I used to write letters to friends....on some occasions they were really tense. Very emotional....but when you come to the school the atmosphere changes...it gives you a foundation for your own thinking." C3/p22 & 23

Course work and the writing task entailed C6/p4
accounted for the bulk of the writing done by another inmate who said that he was "...not overkeen on writing" C6/p4
He found it hard to write letters in prison becuase he thought that the environment was so restrictive that his letters became "stagnant" C6/p4
However he did write "two or three" C6/p4
a week in order to maintain "contact" C6/p4
with those people on the outside that he valued. A similar writing pattern was described by another man who thought that he wrote very little. C2/p5
His writing was confined to "Mainly only my courses and letters". C2/p5

Two men said that they wrote "...some". C4/p6
C11/p5

One man particularly enjoyed doing crossword puzzles. C4/p6
That's about the best bit of writing I do." C4/p6
He also said: "I've written a couple of letters. Done a bit of poetry. I did an essay for the school but

I don't write that much". C4/p6

The other occasional writer confined himself to 2 or 3 letters a week C11/p6

in which he expressed his: "....experiences....and my hassles with the system in general". C11/p6

In spite of his low assessment of the amount of material he wrote he enjoyed writing because "I'm not a very good communicator and I guess I can express myself better in written words than words". C11/p5

WINLATON YOUTH TRAINING CENTRE

Reading : Self Assessment

Writing : Self Assessment

Poor Readers : Opinions about the needs of others

Reading and Writing : The Reasons Why

Reading : Enjoyment and Why

Writing : Why and What for

Reading : What and How Much

Writing : What and How Much

WINLATON YOUTH TRAINING CENTRE

Reading: Self Assessment

Of the detainees in Winlaton only one regarded herself as a poor reader.

"I'm just a shithouse reader that's all" W9/p2

The remainder were either confident of their reading abilities, or at least satisfied with the way they read.

"Yeah. I read alright."

"Well I sort of read moderately well sometimes, it depends what mood I'm in". W6/p2 & 3

"I'm reasonably good at it". W1/p3

A number of the girls interviewed had quite clearly formulated ideas about some specific difficulties they have with their reading, and they articulated these.

"Big words! I can't use them! Cause I don't know what they mean" W1/p3

"When it's a fairly hard book and I can't understand it, I'll go over it and over it, and I'll do it by myself." W9/p3

"I'd like to be faster. I'd get through more books and I'd finish them quicker. Cause you get impatient with a book when you've had it for a while, you don't want to finish it. And also if you're reading a good book you want to finish it. Find out what happens.

"I think that you know how you get in a bad mood or you get frustrated or your stutter, I want to get out of that.....and I just want to try and keep reading all the time.....I think practice makes better and better... so you've always got to improve on something." W2/p6

Writing: Self Assessment

All the girls at Winlaton were satisfied to some extent with their writing.

"I don't mind it. It's alright". W9/p8

"I'm happy with it". W8/p11

In a number of cases "writing" was interpreted to mean "handwriting", and when asked if they felt any improvement could be made, a proportion wanted help with this.

"It's just that it's messy". W10/p5

".....it's horrible. I hate the way I write." W11/o11

Three girls felt that they needed some specific help. One was unclear about the type of help she needed and had never asked for any help. W2/p10

One had a general complaint about her writing abilities.

"I don't know how to write properly you know? I can write but I can't do English properly". W7/p4

And one needed some help with spelling.

"Only me spelling. That's all." W9/p8

Poor readers: Opinions about the needs of others

8 of the girls at Winlaton knew of other detainees who they regarded as a poor readers and 1 thought of herself as a poor reader. They were asked to speculate about the possible explanations for their poor reading and 7 of the girls responded. The reasons given included quite a severe condemnation of the primary education one young lady received through personal recounting of her failure in mathematics.

"....like I'm not very good at maths and the teachers never bothered. They, in primary school, they just would actually take the kids the smart kids, right, and they'd teach them the tables and all that. They didn't worry about the dumb ones, they just let the dumb ones go along...." W2/p4 & 5

Lack of education was another explanation for poor reading as was one girl's attendance at a special school.

"She is a bit dippy and she went to a special school, I think it was, she can read but it takes her a long time.....about 2 minutes to read 1 sentence". W4/p3 & 4

When asked how this girl handled the reading tasks involved in activities such as filling in forms, the reply was:-

"Well I'm usually there when she has to do it". W4/p4

Disinterest combined with "no practice" were given as other possible reasons for why some girls were thought of as poor readers.

"Probably she didn't like reading at all." W10/p4

"Well she doesn't read very many books, and she's not interested in it and she really doesn't have much practice and she doesn't want to.....if you try to help her she gets in a bad mood and says: 'Oh you think I'm dumb don't you?' and stuff like that. 'I don't want your help anyway' and she just blurts off you know"? W11/p4

Another comment, which emphasised both the problem of the poor reader and the types of help she was offered was:

"Well the girls give her help to read and spell when she asks for help, but she's just against going back to school. And now she's going to be turning old enough, so that she doesn't have to, so that's really her decision, and they can't really force her to go back to school, not unless she really wants to go back....cause she talks, she's a bit funny in her speech and you know she just can't spell, you know any word...."

When she was required to fill in forms -
".....she gets us to help her, but we don't tell her the words, we just spell it out for her or tell her to break it up, you know. Give her a chance to learn for herself."

Reading and Writing: The Reasons Why

The amount of compulsory reading and writing which the girls participated in at Winlaton was dependent on the particular section of the institution in which they were located and the educational arrangements which applied in these. However, in all cases there were some compulsory reading and writing tasks. Job hunting in the low security section meant that the girls had to scan newspapers etc. for prospective employment, attend interviews and fill out forms. Mandatory attendance at school in the remand section entailed basic literacy tuition and exposure to books and magazines. "Up Top", which housed the greater proportion of the girls, offered electives, basic education and correspondence courses (to mention a few of the options) to those detainees who were either too young to leave school or who chose to return to school for whatever reason.

The questions asked in these interviews were not concerned with these public acts of reading and writing but with the private motivations for highly individualised reading and writing activities.

Reading: Enjoyment and Why

6 of the girls interviewed maintained that "enjoyment" was their primary reason for reading. The question

asked was: "Do you enjoy reading?"
4 of these could offer explanations of their enjoyment:-
"Cause you get bored.....I'm doing a project on Drugs... just getting stuff from research and all that....out of books and pamphlets and everything." W2/p2

The release from the "here and now" which reading provided was given by another girl to explain her enjoyment
"I can pretend to be someone else, while you're reading the book". The book which she was reading was about:-
"A little boy with problems that doesn't talk about them....cause I used to go like that." W3/p1

Another girl said:
"I read for something to do.....I learn a few things from reading.....and I enjoy reading cause I like reading stories you know". W11/p1

Boredom, and the relief from it, that reading provided was another significant reason given by 4 girls why they read.
"I used to hate reading but....on the outside. I've been reading far more here, every night. I used to think of it as boring. I couldn't be bothered wasting time on it cause I always had something else to do.... But I found in here that I really like it." "6/p1
"I don't like reading, but I read sometimes cause I'm bored. Like I mostly read at night when I'm in my bed". W8/p1
"If it's really boring it's something to do". W9/p2
"I just read for something to do". W11/p1

2 of the detainees thought that reading provided them with resources for independent learning. One was interested in Child Care and read about this. W8/p2.
The other simply appreciated the general learning to be obtained from reading:- "More education...." W3/p3

The freedom of imagination which reading permits was offered as another explanation.
"If someone, the book describes something to you, you can imagine it....and your imagination can run as far as it likes" W6/p4

The feeling of identification with characters or events described in books often reduces the reader's sense of personal isolation and two girls said that this was one of their reasons for reading:
"I enjoy it because when I read, it's like I'm there and I see the picture - what's happening, and I feel as though I can see what's happening". W8/p1
and
"I usually read them if there's runaways or something like that in them. I'll always read them. Stories like that I don't mind". W9/p1

One girl mentioned that the reason why she read were related to her moods W /p6
Another said that reading got her out of a bad mood:-
"I read to me mate....Oh she's usually half asleep you know? But at least it gets me, you know out of a bad mood....." W11/p2

Finally reading as an activity can provide solace to to those who most need it:-
".....I only read when I go to bed and stuff.....Or only when I want to be by myself." W11/p8

Writing: Why and What For

The most frequent reason for writing, given by the girls at Winlaton, was the maintenance of contact with those on the "outside". The necessity for retaining and extending networks of relationships with family and friends was reflected in the girls' responses.
"I write to my school friends and I write to my school, to my old school, cause I wan to go back there." W2/p9
The significance of retaining these contacts through writing is to be found in the fact that these people cared for the girl before she came to Winlaton and have now extended this care.
"When I was at High School I made some friends that

were teachers who were trying to get me out of home, and when I used to run away I used to go to one of these ladies, to her house, or when me brother bashed me up or something, I used to go to their house.....and I've kept in contact with her and she picks me up and that... And I go out to her joint for tea. And another teacher just wrote to me and 2 teachers have come here...." W2/p8 & 9

Writing offers the opportunity to clearly express feelings and ideas with time for reflection. Problems which may not otherwise be aired because of anxiety on the part of both parent and child find their expression through writing:
"I write all the time to my mother....Any progress, if anything's going wrong, just let my Mum know.......She tells me to get back together, always get out of here in a hurry, that she wants me back again". W5/p6 & 7

Writing to friends ensures that your position within the peer group is kept alive.
"I write letters to me frineds" W7/p3
"Say hi to me mates and that , just, you know things like that.....I just, if someone writes me first I write them back. And if they ask me questions then I say how's everyone going....and things like that." W7/p4

Letter writing can also provide a record of events and impressions for those who feel the need to express themselves, but who do not have the confidence to accept themselves as an adequate audience for their writing:
"Yeah I write to me Ma....um me boyfriend, just friends.. you write about your court, um you're saying that every thing is okay and that. What you're making or what you're doing...the food". W9/p5
"Oh I just tell them things about what's been happening at school and everything". W10/p5

"4/p11

For one young lady who "writes a lot" letters are the last line of possible contact with her father:-

"Well I've only written one letter to my Dad. I tell him that I miss him and I want to go over and live with him (in W.A.)....and I want to make everything work out and I still love both of them.....and I just hope he writes back to me...." W4/p6

"Expressing my feelings on letters...." W11/p9

gave one girl and her mother the chance, and breathing space, necessary for a possible reconciliation.

"....Like Mum was very worried that um I was going to get out and come back in or something, that I was getting bashed by other girls....and I wrote a letter explaining that I did hate the place, I didn't love it.. That I hated it, but it wasn't because I was getting bashed, because I wasn't. It's just that I hate the place in general and want to get out and want to be with you. And I apologised for a few things, you know? ....She came back in....She got it on the Friday I think, and she came back in on the Saturday and talked to me about it." W11/p10

Writing, for some girls, provided them with a legitimate and private release for their feelings:-

"Sometimes when I'm mad and when I've got nothing to do, but you've got to be in the mood for it. You can't just sit down". W2/p8

"It gets things off your mind......If I write it down on paper it's much easier. If I feel like taking my anger out on someone I just write how I feel on paper. It's much better". W5/p11

Two girls said that they enjoyed writing activities that were part of their school routine W4/p5 W8/p9

and another mentioned that the reason she wrote was that it was part of the established routine of the Remand Section. After school had finished: "Well, there's nothing really. You know? We have the earth ball out every little while and we go outside playing with the tramp, that's about it....come in and watch tele, write letters. We do knitting and all that." W9/p11

One girl mentioned that she enjoyed short story writing becuas it reflected "...my imagination" W10/p5
and another said that she wrote poetry "...about anything". W5/p6

The value of getting it "out and down", is best summarised by the comments on diary keeping made by another girl.
"I did have a diary at home and I used to love writing in my diary you know, that was my pride and joy... I'd love to be able to write a diary in here. Gee. I could, you know, let most of me feelings out on a piece of paper and read it back and laugh at it.... Read it back and say: 'Gee I was silly'. You know?" W11/p11

Reading: What and How Much

The girls interviewed at Winlaton were asked how much they read and what they read. Of those who said that they read a lot one said that she read "About crime and drugs. There's a lot of stuff ondrugs here". W2/p1
"Out of books and pamphlets and everything". W2/p2
Another said that she read: "Books or anything I can get hold of" W3/p1
"Rock magazines or other magazines" W5/p1
School books provided reading material for another girl while novels and material about Elvis Presley were of interest to another detainee. W8/p1
A passion for horses and the hope for a career in horse care lead another girl to read "Anything with horses in it". W10/p2
On section another girl read a lot of "....books. Like I read 'Puberty Blues'. Sometimes I like reading drama.. and sometimes I read funny books and stuff like that. I love love stories". W11/p1

One girl had rediscovered the enjoyment of reading since being in Winlaton and when asked what she read the reply was: 'Novels, sometimes magazines, comics everything". W6/p1
and "I like kids' books.....I really do. I don't like any adult books". W6/p3

Two girls only read occasionally and they enjoyed "scary books" W4/p1
magazines and TV Week. W7/p1
One girl said that she only read what was prescribed for her at school: "Oh Mrs T gives us books to read out and newspaper clippings and Legal Aid and Child Care we read books for that - that's about it." W1/p1
However, she mentioned later in the interview that she read in bed.. W1/p2

One girl said that she hated reading W9/p1
"I just never read". W9/p1
she said, but she admitted reading magazines like Dolly and the Womens Weekly. She would also read the stories in them "....if there's runaways or something like that in them". W9/p1
She also had read 'Go ask Alice' and 'Let Loose' since she had been in Winlaton. W9/p4
This girl traced her antagonism to reading to ".....me old school I guess" W9/p1
and to the fact that she regarded herself as a poor reader. W9/p2
Any enjoyment which she obtained from reading the material she mentioned seemed to be negated by these two factors. Reading in the school situation had obviously been a chore for her W9/p2
and as a consequence she did not regard her present reading activities as legitimate since they were not fraught with worry and dissappointment.

When asked if there was anything they would like to read but they can't get hold of, all except one girl seemed satisfied with the range of material available. Widespread copies of 'Easy Rider' were not available in

Winlaton, so this young lady had to miss out.

Having collated responses to the question "What was the last book you read?" the following list emerged:

"I can Stop anytime I want to"
"Two is Lonely"
"L Shaped Room"
"Dibbs"
"Dawn"
"A wife like Danny - Champion of the world"
"Go Ask Alice"
"Joanie"
"Mystic Rose"
"Puberty Blues"
"Hitchhike"

It is clear that the girls were searching for, and finding, books with which they had a lot of personal identification since all the books on the list deal with people in critical situations coming to terms with their crises in a variety of ways. The girls were definitely not reading to escape from their problems, but rather to find possible solutions to their problems.

Writing: What and How Much

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5 girls at Winlaton said that they thought that they wrote a lot. Of these 5 letters in one form or another - to themselves or others, were the single most important writing activity, with poetry, school work and stories providing the 'additives' in the equation.

5 girls did not specify how much they wrote but preferred to answer the question by giving examples of what they wrote and to whom. Again letter writing constituted the bulk of their writing. Only one girl who

had spent 3 weeks in Remand said that she didn't write much W6/p5
and perhaps her preoccupation with her court case and her reccent rediscovery of reading W6/1
could account for this.

MALMSBURY YOUTH TRAINING CENTRE

Reading : Self Assessment

Reading : Possible Improvements

Writing : Self Assessment

Writing : Possible Improvements

Poor Readers : Opinions about the needs of others

Reading : Enjoyment and Why

Writing : Enjoyment and Why

Reading : What and How Much

Reading : Access to Materials

Writing : What and How Much

MALMSBURY YOUTH TRAINING CENTRE

Reading: Self Assessment

The 9 young men interviewed at Malmsbury YTC were
asked the question: Do you think that you read well?
Only one detainee was confident in his reading abilities.
"To get through a fairly thick novel of about 300 or
400 pages in a week, I think I have to be a fairly
good reader". M4/p2
4 of the young men felt comfortable with their reading
standards and thought that they were adequate for their
needs. One, who was doing Form 4 and a Motor Maintenance
Course, commented on his reading when he said:
"I'm not an expert but I can get through...." M2/p4
Another young man who was enrolled in Fork Lift Course
by correspondence, regarded himself as an average
reader M6/p4
as did another of the detainees interviewed. M1
Another young man described his reading behaviour when
he said: "I sort of, I read, like sort of whispers in
reading you know what I mean?....Because otherwise if
I just read, just read silently I can't understand it
you know what I mean?" M9/p2
In spite of the extensive sub vocalisation that accompanied
his reading he maintained that he was: "...fairly
contened 'cause I can read." M9/p8

Two of the detainees answered the question: Do
you think that you read well? by outlining the particular
difficulties which each of them had with reading. One
said that reading silently presented him with no problems M3/p2
but when he had to read orally ".....some words take a bit
longer to come out". M2/p2
Reading was a chore for the other young man who admitted

that he tried to read ".....the Sun and that in the morning you know. The words I know.....Mostly I look at the pictures. Sometimes if I see some words that I know I'll have a look at them." M5/p1

Two young men were self assessed poor readers. M8 & M7
One, who had left school in Grade 5 and who had taught himself to read and write M7/p2
said that he wanted to: "...just improve it (reading) M7/p1
so that he could see "....what's going on in the world and find a job easier". M7/p3
The other young man described his recognition of the fact that he was a poor reader when he said: "I was thinking I'm nearly 19 and I can't read. That's not good." M8/p4
The criterion he used to judge his reading competence was his ability to read orally. "I stumble a little... see that's always been a problem with me. I can read to meself O.K." M8/p2
When he read silently he tended to jump over the words he did not know. M8/p2
In a lot of cases this technique was effective but when it came to the word "botanist" in the novel "E.T." this was not the case.
"There's a few big words in it I didn't understand, as I went along that word would come up all the time like the 'botanist'.....I didn't know what it meant, see I was reading the book and I didn't know what a 'botanist' was until Sandra told me, and when I knew what 'botanist' was the story started getting interesting." M8/p4

Reading: Possible Improvements

When asked if there was anything about their reading that they would like to improve four young men said that they were satisfied with their present reading levels. M1,M2, M4.M9

The remaining five detainees had specific problems
with their reading. One mentioned that he wanted to
improve his overall standard of literacy M3p5
so that he could exist better in "...day to day M3/p4
situations". M3/p5
He also needed help with his mathematics.
Similarly another detainee wanted to be able to read
and write to a level which allowed him ".....to be able
to pick up a paper and read it. Or read a book when I
can, and I just want to go for a job....and fill out the M5/p10
papers and that. It'd just make it easier in life". & 11

He thought that the best way to achieve this goal was M5/p3
through practice.

Another young man who left school at the end of
Grade 5 and who had taught himself to read and write
wanted to see a general improvement in his reading. M7/p1
He had come to Education "Cause I wanted to know a bit
more about it.....and learn how to spell and that....
and have a bit more education and see what's going M7/p3
on in the world. That's about it."

Reading orally was a problem for another young
man and he wanted to be more competent in this area, M8/p2
whilst the speed at which another young man read was a
possible area for improvement. He also wanted to
"understand a few words". M6/p6

Writing: Self Assessment

. . . .

The young men interviewed at Malmsbury YTC were
asked the question: Do you think that you write well?
Two assessed their writing abilities at a high level of
proficiency. One of these detainees was the Editor M4/p7
of the Training Centre's newspaper.

He was also the unofficial spokesman for the grievances of the young men in Malmsbury; writing letters and filling in forms dealing with the conditions within the Training Centre. M4/p7

Because of his ability with words he was also frequently called on to write letters for others. M4/p7

He summarised his writing activities when he said: "I don't mind. I enjoy writing. See I've got the course here that I am doing - Interior Decorating - That involves a fair bit of writing as well as drawing and things like that. I do that, and this community thing we're on, and letters so I'm fairly occupied." M4/p8

The other proficient writer said that: "I know what's going on with reading and writing and that". M9/p10

He had picked up these skills whilst working with his uncle in a large car yard. His uncle he described as ".....just another wog like me and he doesn't understand. and he sort of doesn't know". M9/p11

His uncle's problems with the language meant that this young man had assumed many of his uncle's reading and writing tasks, including keeping the books and finalising accounts. M9/p11

Three young men described their writing skills as average but offered no other comments, M1,M6 & M8

whilst another self assessed 'average' writer qualified his answer by admitting that "I'm not the best speller in the world you know." M2/p9

At the other end of the spectrum three young men admitted that they regarded themselves as poor writers. One said: "I can read alright, it's my English, you know; what I put down on paper and what I don't put down on paper, you know. It's not proper English...." M3/p5

The drawbacks of being a poor writer were, in his opinion, both personal and related to employment. When he wanted to write a letter "I have to get someone to spell it out for me.... Since I've been here I've written one letter and it's hard" M3/p6 & 7

When it came to applying for a job "I always got into trouble where you had to write things out, you have to be able to spell". M3/p6

Another poor writer admitted that: "....there's a lot of people to write letters to, but I don't like to.... I'm not a very good writer". M7/p5
Whilst in Pentridge he had got other people to write his letters for him. M7/p5

Another detainee admitted his problems with writing when he said: "....ever since I left school, for about 4 or 5 years now, I haven't been able to write and that. But since I've been locked up my friends help me write letters and that to my girlfriend ....I want to be able to write them for myself." M5/p6
His problem with all aspects of literacy was clearly visible when he went to apply for jobs. "When I went out for a couple of job interviews and I never got them cause you have to do writing....spelling and that.... and I found that hard.....and I wanted to go for my licence but I couldn't cause I couldn't read properly". M5/p5 6 & 7
He had enrolled in education in an attempt to overcome these problems.

Writing: Possible Improvements

When asked if there were any improvements necessary in their writing two detainees remained satisfied with their respective writing standards. (M4 & 9
5 young men isolated spelling as a possible area for improvement. One had come to Education specifically to learn to write and spell M1/p21
whilst another found that the speed at which he wrote affected the accuracy of his spelling. M2/p10
"It's good if I take my time....the only time it's really bad is when I rush into a letter and take a quick letter". M2/p10
The self assessed poor writer (M5) isolated spelling as one of the most important areas for improvement. M5/p3

The young man who had taught himself to read and write had returned to Education at Malmsbury to "....learn how to spell and that....and have a bit more education". M7/p3
His goal was to be able to write his own letters and he said that: "I'll get to that stage before I get out". M7/p6

Another young man wanted to improve both his handwriting and his spelling. "Me writing is real bad....and me spelling's not too good". M8/p6 & 7
He thought that this was a consequence of rushing his letters to get them finished and away. He had found that by using a typewriter he tended to make fewer mistakes but the "....typewriter broke down and....now the typewriter's gone". M8/p8
A process of self editing was used by another young man in an effort to neaten up his letters. M6/p9
He described the steps he went through when he said: "I was just doing a rough copy before I write it out again.. It's just a bit neater.....that's what I've been doing. Cut a few words out here and there, and stick a few others in." M6/p9

Another detainee made some positive recommendations about what he could do to improve his basic writing and spelling skills. He wanted to improve: "....mainly things that are just basic things that I should know anyway". M3/p6
He thought that practice would help him develop these skills. "I reckon the more that you write, it's good practice, so you're going to learn from it." M3/p7
He thought that the end result of his time in education would be worthwhile. "I think it will be mainly satisfying that I'm not so worried if I had to write something, that I wouldn't be worried about writing it out kind of thing. That I'd make a mistake or anything. So I'd probably do more writing." M3/p11

Poor Readers: Opinions about the needs of others

The young men interviewed at Malmsbury YTC were asked if they knew anyone who was a poor reader. They were also asked to speculate about the reasons for this low level of reading ability. Only 7 of the detainees answered these questions, since the other two (M3 and M6) were still in the Intake section of the Centre and had barely had time to acquaint themselves with the place and its population.

Of the 7 who answered these questions, three were self assessed poor readers themselves. (M5, M7 and M8) One young man had had a lot of difficulty reading when he was at school and this problem had been compounded by the fact that he left school when he
was 13. M5/p2
His reason for leaving school at such an early age
was that he "....just wanted to get out and work". M5/p2
The help he was receiving from the Education staff
was both improving his reading abilities and
raising his level of confidence in himself. M5/p3

Another self assessed poor reader M7/p1
had taught himself to read and write M7/p2
because he only attended school until Grade 5. M7/p2
He had started with the Education Staff on the day
of the interview and had realistic hopes of what he
could achieve. He wanted to learn to spell and ".....
have a bit more education"....so that he could "See
what's going on in the world". M7/p3
He thought that a lot of poor readers were reluctant
to approach the Education staff because of an inherent
fear of being recognised as failures. Moreover the
fact that people had to work in front of others deterred
many potential students. M7/p9

One detainee knew of no other people in a similar situation to his own, that of a self assessed poor reader. M8/p4
He explained his low level of reading ability in terms of his dislike of school. M8/p2
but admitted that he was receiving help from the Education staff at Malmsbury. M8/p2

4 other young men mentioned that they had come into contact with poor readers during their time at Malmsbury. One suggested that the reason for their low level of reading ability was related to their ethnic background. "They just couldn't do it at school. Probably some of them came over when they were five or six, they've already learnt to speak their own language, it's a bit hard to learn another one....especially when you're that young". M2/p6
He maintained that these young men would not take advantage of the educational facilities which were available to them becuase "They don't like it. They are set in their ways by the time they're 18, 19 or 20. They don't really care." M2/p6
Another reason, given by another detainee, for the poor reading abilities of some of his friends was that they simply did not care about school. M9/p7
This idea was reiterated by another young man who blamed "bad schooling". M1/p3
for the number of men who could neither read nor write. He regarded the possibility of these poor readers attending the classes held in the Education Centre as a slim one, for the following reasons: "They're usually the ones that are missing out becuase they're embarrassed. Usually they go and get a job or something to cover up. Poofs or sissies go to school kind of thing...." M1/p7

Another young man thought that there were quite a number of detainees who were not confident of their reading or writing abilities. M4/p3
He maintained that these people would be likely to ask for help amongst their friends in preference to attending the Education Centre classes. M4/p3

The reason for this behaviour was that: "I think ... it might sound boring for them. Or like the other areas like motor mechanics or welders might appeal to them more. Because they can identify with that more easily because they might have done it before. Or they might just....think well I've done school so I won't go through that again." M4/p3 & 4

He suggested that Education could make itself more attractive to these people by offering specific functional course in such areas as "....tax returns, dole applications.. situations with tenancy". M4/p5

He asserted that the young men who had problems with reading would prefer to find help from amongst their peers than from the teaching staff because: "....they have a certain amont of embarrassment in them....so naturally they want to hide it....by sort of going off somewhere else." M4/p15

Reading: Enjoyment and Why

The nine young men interviewed at Malmsbury YTC were asked if they enjoyed reading and why. Two of the detainees gave definite positive replies. One of these was a proficient reader and writer who read to "....fill in time". M4/p1

He enjoyed the scope which reading offered him: "...you can pick your own topic that you want to read about. Plus you can do it at your own time, at your own leisure, you can virtually do it anywhere anytime." M4/p2

The other young man who said that he enjoyed reading was a very poor reader, who was enrolled in education in an attempt to improve his reading. M7/p1

Three detainees enjoyed reading but were highly specific about the types of material that they liked.

One said: "It all depends what I'm reading. I don't enjoy reading rubbish, I don't enjoy reading newspapers I just like reading magazines." M2/p3
Another young man enjoyed reading: "If it's a good article or a good book and if it's alright reading... but if it's boring....I don't like it.....I never really used to read much books anyway, I suppose mainly about cars and motor bokes." M3/p1
The reason for his enjoyment was: ".....if you're reading something it's alive." M3/p6
Another detainee enjoyed the mixture of print and pictorial contained in magazines. "In a magazine you can see what's happening around the place...it's all different." M9/p1

One young man who never read at home because: "You can get up and walk out if you want a cup of coffee or something.....I really don't get into books that much at all....." M1.p2
commented that the disturbances in the YTC made reading a difficult activity for him. "I'm reading it and it's going backwards and forwards in the story and it's not sinking in because everyone is talking.....if somebody asked me what have I read? I don't know". M1/p7
He enjoyed reading if "I'm left by myself and I'm reading a good book that I'm into, and that I can understand." M1/p1

Another young man admitted that he read very little on the outside M6/p5
and that reading was ".....just something that happened since I've been in here". M6/p5
He didn't really enjoy reading M6/p6
but he regarded it as an activity which helped "To pass the time away". M6/p6

Two self assessed poor readers(M8 and M5) wanted to improve their levels of reading and were enrolled in Education for this reason. One wanted to improve his oral reading skills M8/p2
and the other wanted to "....be able to pick up a paper and read. Or read a book when I can and I just

want to go for a job.....and fill out the papers and that". M5/p10

For these two young men 'enjoyment' was not an issue, since they felt incapable of reading adequately. Looking at the Sun newspaper each morning, finding a few words that he knew and looking at the pictures in an attempt to piece together information could hardly be regarded as an enjoyable activity. M5/p1

Writing: Enjoyment and Why

The young men interviewed at Malmsbury YTC were asked if the enjoyed writing and why? One detainee answered the question directly and positively. He maintained that he enjoyed writing because it guaranteed contact with those people on the outside who he valued. "Everyday I write to my girlfriend and she writes to me everyday, and I write every single day ....what's going on....cause I've been with her for 2½ years.... it's good you know....plus sometimes I write 2 or 3 letters a day cause I write to me mates or me Mum.... or family". M9/p9

Four young men were more pragmatic in their responses. They wrote and they discussed the things that they wrote, but they did not comment on their enjoyment or lack of enjoyment. One wrote one letter per night. M1/p18

Another said that he wrote a lot of letters: "since I've been in here I've written more than I would outside.. I never used to write outside." M8/p6

He used his letter to record his time in the YTC and to explain what he had been doing...."things that happen here, what I'm doing, how things are going on in here." M8/p6

Writing was also a means of relieving boredom: "It gives me something to do." M8/p6

A similar sentiment was expressed by another detainee who said: "I've been writing a fair bit lately.....This is the first time I've sort of written a letter in my life." M6/p7

The Editor of the Centre's newspaper wrote a lot. Apart from the production of the newspaper he was also doing a course, spent time writng letters and enjoyed writing poetry. The appeal of poetry, for this young man, lay in its highly personal expressions and the identification which other people could feel with the ideas contained in it. "....with poetry you can give it to somebody and you can get feedback on what people think of that, or just generally other people can get enjoyment out of it...." M4/p9

Another young man who did a lot of writing associated with the course that he was doing M2/p7
and who also wrote a lot of letters, was non commital about his response to writing. He said ".....I don't mind it....sometimes I really feel like writing a letter so I write a letter. Sometimes I don't feel like it, then I'll just persevere anyhow". M2/p9

Three young men outlined the particular difficulties which they had with writing. One had a great deal of trouble with spelling M5/p3
and enlisted the help of his friends when it came time to write letters. "....ever since I left school, for about, 4 or 5 years now I haven't been able to write and that. But since I've been locked up my friends help me to write letters and that, to my girlfriend and that. And I want to be able to write them myself." M5/p6
Another young man had a similar problem. "Sine I've been here I've written one letter here and it's hard". M3/p7
He had enrolled in Education in an attempt to become a more competent writer.

Another detainee admitted that: "I write but I'm not a very good writer....there's a lot of people to write letters to, but I don't like to". M7/p5
He felt the need to maintain contact with friends and

and family outside the institution, but he did not have the capacity to ensure that this contact was nurtured. When he was in Pentridge he "...used to get people to write my letters for me, just anybody....I don't write them, I just say them...." M7 p5 & 6

The goal which he had set for himself, in coming to Education, was that by the time he was released he could write his letters himself. M7/p6

Reading: What and How Much

The 9 young men who were interviewed at Malmsbury YTC were asked to comment on what they read and how much. Three detainees said that they thought that they read a lot (M2, M4 and M9). M2/p10 One who was completing a course on motor maintenance read novels, magazines and books and materials associated with his course work. M2/p3

Another young man was doing a course on interior decoration and the reading required for this was substantial. He also enjoyed reading mysteries, biographies and horror novels and averaged a book a week. M4/p1

When he was engaged in his craft activites within the Education Centre he also read specific text books for specific information. "....sometimes if I'm doing something that needs a bit of referral, like craft work, I'll go and get one of those books out, but I usually just flip through it and get ideas from it." M4/p1

The other young man who considered that he read a lot, preferred magazines about cars. He also read the newspaper every day and fulfilled the reading requirements associated with his course work. M9/p1 & 4

Four detainees said that they did not read much. M3, M6, M7 & M8 One said that his reading consisted of "nothing special" M3/p1 but he was interested in car and motor bike magazines.

He rarely read books. M3/p1
Another had finished a book recently, and read "...
bits and pieces..." from magazines. M6/p1 & 2

He also read in conjunction with his Form Four course
work. M6/p3
Another young man who was also completing his Form Four
Certificate, M8/p15
enjoyed novels M8/p1
but regarded himself as a poor reader. Another self
assessed poor reader said that he read.. "...anything
that interests me...." M7/p8
He also made a regular effort to read the newspaper. M7/p1

One young man said that he read very rarely. M1/p1
He read the paper to "see who's been robbed.....just
read the front bits and main bits." M1/p1
He had only: "....read say 5 books in me life when I
was in the Boob, cause there's nothing to do in
here see". M1/p1
Another detainee only read sections of the Sun, M5/p1
his inability to read prevented him reading anything
else.

Reading: Access to Materials

When asked if there were any books or materials
that they would like to read but which they couldn't
find in the Centre's Library and Education Centre,
1 detainee said that he was satisfied with the range
available. M8/p1
Another offered no comment, and two young men had not
been in the Centre long enough to form an opinion. M6/p2 M3/p1

Another young man answered this question by saying that
all he wanted to do was to learn the Road Rules and

the range of literature available did not affect him in any way. M5/p11

One detainee wanted more information on car maintenance and his requirements were quite specific. "They've got a reasonably good selection, but not on maintenance wise or mechanically wise, they've got a good selection of restored cars and things like that." M2/o14 He wanted this material to complete an essay which he was working on in conjunction with his car maintenance course. M2/p15

Another specific request was for drug related information. "I wanted really to read about people with drug problems and that, they really interest me....not people who walk around with junk in them....proper articles about it.... I reckon it's good you know....and what sort of help they get." M9/p3

Two young men offered general comments about the range of reading material available. One said that the library did not offer a "big choice" M1/p2 whilst the other advocated quite a number of changes to the materials available. M4/p19 to 21

He appreciated the emphasis on art and craft material, but thought that there should be more easy reading material. "I don't think there is enough of easy reading.....in the basics for some of the kids that come, who can't read particularly well". M4/p19 Personally he had found that "I've slowly run out of things to read because I've either read them or they're a bit sort of below what I'm interested in." M4/p20

Writing :What and How Much

When asked what they wrote and how much, two of the young men said that they considered that they wrote a lot. (M4 and M8). One, the editor of the magazine wrote two or three letters a day, prepared articles, stories and poems for inclusion in the magazine, completed writing tasks associated with his course work and wrote letters for other people. M4/p7 & 8

The other prolific writer concentrated on letter writing and assignments for his School Certificate work. M8/p 5 & 15

Letter writing and course work accounted for the writing activities of four detainees. (M1, M2, M6 and M9). One young man who had no visitors relied on letters alone to retain contact with his family. M1/p18
He was also doing Form IV through the Education Centre. M1/p21
Another detainee was enrolled in a Motor Maintenance Course which required a lot of written work. "....for one unit there is usually about 30 questions and an essay....,and that's about 4 pages.....foolscap pages." M2/p7

He also wrote 1 or 2 letters every night. M2.p8
Another young man completed a series of drafts before he was satisfied with his letters. He also had to complete the written requirements for his School Certificate subjects. M6/p5
An identical writing pattern was described by another young man who wrote letters "everday". M9/p

Three young men expressed concern over their lack of writing abilities. One had written only one letter since coming to Malmsbury M3/p7
and he found writing a difficult task. M3/p7
Another wanted to write but felt that he couldn't. M7/p9
On other occasions he had asked friends to write for him. M7/p5
Similarly, another detainee wanted to write but lacked the confidence and ability to put pen to paper. He had come to Education to be taught how to write. M5/p6

CHAPTER II

READING, WRITING & PRISON EDUCATION

".....THEIR OPINIONS AND SUGGESTIONS ON THE WAYS IN WHICH READING AND WRITING MAY BE MORE EFFECTIVELY TAUGHT WITHIN THE PRISON CONTEXT."

The people interviewed were asked a number of direct questions related to the topic. These questions were:

1. What do the other inmates think about the Education Service?
2. Do you know anyone who is a poor reader? If so, have they received help from the Education staff? If they have not had any help, why not and what can be done to help them achieve a higher level of literacy?

The answers to these questions provided the first pool of data for assessing how the customers viewed the effectiveness of literacy education in the prison context. As well as this, the inmates' own ideas of how the education staff have either helped or not helped them with their particular fields of interest was another source of opinions on this question.

The people interviewed were involved in vastly different educational activities, from BA's to Basic English courses. The reading and writing demands associated with these were similarly disparate. The personal opinions and suggestions about Education in general, and literacy in particular were therefore different for each person interviewed.

The questions dealing with individual knowledge of non readers or poor readers revealed a lot of information about the way the inmates of the prisons and YTC's regarded the effectiveness of education in providing literacy education. Success in individual cases could be equated with the effectiveness in the teaching of literacy, and therefore the cases of non readers or poor readers either succeeding or failing was of particular interest. This question also provided insights and pointers into how the Education Centres could make themselves more attractive to those who needed their services most crucially and obviously. The effectiveness of literacy education was therefore judged, in most cases, on personal anecdotal and historical knowledge. Specific cases of friends who had either been helped or not helped by the Education staff, formed the raw material of their opinions on the effectiveness of literacy education in the prison context.

The question about how other prisoners regarded education required the people being interviewed to generalise about the effectiveness of education and to make judgements about the overall reaction to education within the prison context.

The 26 men interviewed at Bendigo Prison constituted a good cross section of the population. 14 were currently enrolled in Education courses, and 12 were not. Because of the time spent at Bendigo, the familiar contacts made as a consequence of being about the place for 5 days a week, and the help of the Governor (Mr. H. Buckley) we were more able to confidently approach the prisoners and ask for their cooperation. In other prisons and in the YTC's, our interviewing schedules were arranged through the teachers in the respective Education Centre, with the approval of the various Governors. For this reason a wider spectrum of opinions and suggestions on the effectiveness of literacy education is presented in the following pages.

BENDIGO PRISON

The 26 men interviewed at Bendigo Prison had mixed reactions to the services being offered by the Education Centre. Some cited specific examples of the ways in which the staff had helped them deal with their particular literacy needs, whilst others talked in more general terms about the courses which they were doing and the ways in which they saw themselves progressing. Others discussed the overall reactions to Education within the prison and a number were highly critical of certain aspects of the Education service provided.

A number of the men interviewed had very clear and positive ideas on how the Education staff could help them with their particular literacy needs. One man wanted help with his handwriting which he considered to be below standard. B2/p16
Another had completed a writing course "....and that helped me a lot" B6/p2
but he still felt that his writing ".....doesn't have the feeling that I want in the words.....I just haven't got the word capacity I suppose." B6/p2
A similar idea was expressed by another man who was about to enrol in a creative writing course organised through Education. B9/p16

A self assessed poor reader and writer thought that the Education staff had helped him a lot. B14/p1
The fact that they were able to help him was the result of his individual motivation. "See I want to learn something. I want to improve myself." B14/p2
He identified this issue as being the difference between himself and other poor readers and writers he knew of in the prison, who did not take advantage of the educational service available. B14/p2

Three prisoners mentioned the specific courses which they were doing in Education (B3, B8, and B11) and said that they were satisfied with the kind of professional and academic assistance which they were receiving. The remainder of the men who answered the question: What do the other prisoners think about the education service within the prison? chose to respond to the question indirectly or generally. 3 said that Education was appreciated within the prison B7/p5
B11/p15
B8/p13

whilst another maintained that the staff "....are really good people". B12/p2
and "...a lot of assistance comes from them." B12/p12
Four men mentioned (F1, B10, B19 & B23) the fact that the reaction to education was a purely personal matter and dependent on the outlook of the individual. "It's up to the person in general really....some people just go to school to get out of doing other things....some people are genuine, they do put in more time in education, because they are interested in learning about the subject, some people just take it up for the hell of it." B10/p8

Of those who assessed the attitudes towards education in general, and literacy education in particular, as being negative within the prison, six mentioned the crucial factor of individual motivation as being responsible for its lack of support amongst the prisoners. One man said: "There are only very few prisoners who will take it seriously....it depends on the attitude in general.. and maybe they don't have any objectives, or motivation in doing education or doing some course. Like why would a person enrol in preliminary English and he had the intention of doing something mechanical outside. It would be crap for him...." B1/p9 & 10
Another inmate expressed a similar opinion and gave his reasons. "I think 99% of them don't care....really out of the 83 people there's about 5 that I would know that care about learning anything. The rest of them are not interested....most of them are brought up in Boys' Homes

or whatever....most of them can't read or can't sort of turn out anything and have been caught up in institutions - and I don't think anybody bothered teaching them properly". B5/p6 & 7

A type of depression engendered by the environment of the prison was another reason given to explain the lack of interest in education. B6/p5
This feeling was labelled as 'laziness' by another inmate who maintained that abtout 30% of the population utilised the educational facilities B7/p5
Those who did not, were, he asserted younger members of the prison population: "All the young sort of guys that come in, they just don't want nothing to do with jail. Work or education.....they hang around making a nuisance of themselves....so if you could get them sort of guys up into Education, or whatever, the place would be a bit different." B7/p5
A similar sentiment was expressed by one younger prisoner who did not know much about education nor was particularly inclined to find out. B17/p5

Boredom was the reason given by another man for the lack of interest in education. "A lot of people get bored with a lot of things, they just can't keep on doing them, the same thing all the time....they'd be half way through a course and just give it away. A lot of them just haven't got that bit of push that they need to complete something....once you've started, to complete it". B24/p11

The remainder of the prisoners interviewed gave specific reasons for the lack of effectiveness of Education within the prison. For one man, who spoke English as a second language, the type of help he required was not matched by the help he was offered. He recognised that he needed a type of learning based on constant feedback correction and guidance but not pitched at a level which would be insulting to his obvious intelligence. "If they can correct me at work courses in which in future

I should enrol....well because if somebody tried to tell me to start with a b c d I would be....but if somebody could assess whatever ability I have,....and then guide me....it would be a good idea because inside I would be learning and improving...." B1/p5

Another prisoner, who had only a limited competence in English thought that the Education staff had failed to meet his needs. He had been channelled into a correspondence course on "Basic English. "...I tell a little story book for children and I read here a couple of book too.....they send them over from Perth... They send a cassette too, they put inside an empty cassette too. Empty! Empty! And I said to myself I thought she was going wrong....in my language I read books like for two or three hours full....what I want is something that is interesting.... about politic or about economy....see I get "Rabbit Jump". See they send me that book. Now I read, the, not the "frog" no help to me. I need help to me....I don't want to know anything about that." B26/p3 & 4

Two prisoners mentioned that the courses were not relevant to the interest or potential work prospects of the inmates B10/p13

"...why would a person enrol in a Preliminary English course if he had the intention of doing something mechanical outside.....he would say crap". B1/p10

He asserted that the most important thing that prisoners should learn is that "....they can control their own feelings....controlling your own destiny and that would be really good if they can learn that." B1/p11

He did not think the Preliminary English, which was organised on a correspondence basis, was the way to achieve such learning. B1/p11

The lack of individual help and the mechanical nature of the learning which took place in the Education Centre were mentioned by 3 prisoners as being responsible for the ineffectiveness of Education in the prison. One man discussed literacy education in the following way: "I don't think it is done quite properly here.....they seem to put a more mechanical attitude towards it... rather than sitting down like yourself and I, and just going through with it and letting the guy write or copy from something. Let him ask questions....what they do is get a piece of paper and they say: 'Right copy that....or 'answer those questions'. That's how they teach you to read and write. I think a more personal approach to the illiterate person learning how to read and write would be more appropriate ...than just chucking a piece of paper in front of him and saying: 'Answer those questions' or 'Tick here'. That's not very helpful. That's being mechanical....all that he does then is pick up the paper and look at it." B2/p16,17 & 18

Another man who was enrolled in a boiler attendant's course felt himself isolated and frustrated by the lack of help he could expect from those around him. B10/p4 He thought there were too many courses and not enough help. B10/p3 Another inmate had ceased his contact with the Education Centre because: "It's not an individual thing up there ....you get a few up there who just sit up there and get away from the daily work routine, which makes it hard for the other blokes, cause a teacher will look at that and address everyone the same way." B11/p15

Three men were enrolled in correspondence courses mentioned some of the difficulties they had with these. One, who had half completed a rigging course said "....it was fairly easy to do I just dropped off....you're doing something and it doesn't occupy your hands....it got to the stage where you either have to have practical experience of it or someone who has practical experience to explain the sort of things to you.. you just can't do that....there's no riggers here....you have to be out there doing a job and the course is a correspondence course and it's designed to be taken while you're doing a job." B15/p4 & 5

He had dropped out of the course. B15/p4
Another man mentioned that some of the assignments set in his "Media Writing" course were inapplicable to his situation. "....a lot of the things they put don't really pertain to this environment.....they say 'Walk down the street, observe something'. It's not on you know....you just improvise." B23/p4 & 5

The variety of correspondence courses available was seen by another man to be a disadvantage rather than an asset to the Education Centre. Individualised help and a sense of satisfaction on the part of the learner had been sacrificied in order to offer an unmanageable range of subjects. "Like here, they've got most of the courses you can do by correspondence. Yet half of the teachers that are doing it here, they're trying to teach one guy electronics and another guy mathematics, and another guy say engineering and motor maintenance and all that. They can't do it." B10/p3

Education as an alternative to the workshop was mentioned by one young prisoner, as a reason for its patronage amongst some inmates. "A lot of blokes just use it as a bludge...." B13/p20
Another inmate saw this as a potential way for attracting people to education. "What I've found is that if you've got someone up there who went up there to get away from industry....or get warm in winter or whatever....so what... of they're sitting around up there all day with nothing else to do, it's a pretty natural thing, you can't sit there all day and look at the wall, and think: 'Isn't this good I'm not down in industries. I'd far rather sit here and be bored.' But eventually they'll say 'Oh what's that there?' and pick up a book or something and start reading it....people will get out of industry, and they'll end up doing all sorts of things". B20/p4 &_5
He maintained that the brief of the Education Centre should be concerned with open and accessible education and contact. B20/p5
However, he found that the attitudes of the teachers in the Centre precluded this from happening in the prison.

"The teachers here, their attitude is: 'Well you're not here for the right reasons, so go away.'" B20/p5

The attitudes of the teaching staff were isolated by two prisoners as being responsible for the ineffectiveness of the education service within the prison. One man compared the services in Pentridge with those at Bendigo and said: "Here it's not very popular especially with anyone who has come up from Pentridge which most of the guys have..... there's a tendency here for the teachers to be a bit too much like officers.....in Pentridge they keep themselves well and truly away from them....whereas here it's totally different. They get told something they do it. That's all there is to it, and most of the guys lose confidence in them. It fails.....you've got to have a different sort of attitude towards people who are trying to teach you something.... otherwise it's resentment that starts." B4/p12 & 13

Another man supported this idea and said that the lack of independence of the Education Staff stopped those people going to Education who most needed its services. "I....believe that they're on the other side. There are two sides in jail, there's no doubt about that, two very distinct sides, and they're on the other side....the people who really need to be involved in education are the people who are most strongly influenced by that sort of thing.....the people who are really in need of education don't have the skills to look at the situation. Examine the situation logically and say 'Well alright, this is how it is I can understand the position, I can see the logic behind it.' Which means that they say 'They're just the same as the screws, I don't want to have anything to do with them'". B20/ p8 & 9

Nineteen of the 26 men interviewed cited examples of poor readers or non readers with whom they had contact in the prison. Out of this pool only 3 had approached the Education Centre for help.

B24/p6
B14/p13
B18/p3

The men were asked to speculate about why those with poor literacy skills did not take advantage of

the educational facilities available. A number replied that a sense of embarrassment lead those with reading and writing difficulties to seek help from trustworthy peers rather than to commit themselves to the unknown quantity of the education staff. B2/p7 & 8
B13/p5 & 6

Illiteracy produced a sense of shyness, according to two prisoners, and this prevented them admitting their problems to anyone but a select few people. B11/p6
"I think a lot of them would like to be educated... I think they're shy....they don't want the other people around them to know that they're not educated." B22/p28

The initiative for developing the literacy skills of poor readers was seen by a number of prisoners to be the responsibility of the individual themselves. The ethic of 'You can't help unless they ask for it' was expressed by 6 inmates B4/p7, B8/p5
B9/p5 & 6
B10/p2, B16/p3
B20/p3

They also maintained that disinterest in, and distrust of, the educational facilities prevented these problem readers and writers from participating in any of the available programmes.

The consequences of remaining illiterate were discussed by two prisoners. B2/p5 to 8
B6/p6
They thought that it was likely that these people would return to prison having repeated the same mistakes which put them there in the first place. "A lot of people don't see the point of learning to read and they just continue on the way they are and that's it. It's good enough for them. They'll just keep coming back. They're not trying to better themselves as people.....they're not trying to improve themselves by staying as they are, and when they get out they're going to make the same mistakes." B6/p6

Another man cited the younger prisoners as being those most susceptible to outside pressures and

most in need of literacy tuition. The fact that these young men did not approach Education for help was, he thought a consequence of the need to maintain an 'image' within prison society. "What you've got in jail is you've got a place where, especially young people coming into, and you've got to put on a certain front. If they let that fall for any reason they feel that they've had it. They're going to go under." B4/p7
He thought that these people wanted to change wanted to become literate, but the risk was too great. Education was too closely identified with the 'other side' of the prison culture B4/p3 & 14
to warrant trust and commitment. "I think they all want to change. I think anybody who had a disadvantage wants to change it.....the fact that you are being seen by your peers as one of them, that's what they need and that's what they want. To suddenly change themselves and be put outside separately is to be all sorts of things. Sort of 'Suck' or whatever....that's the whole thing". B4/p16

The men interviewed were asked to suggest ways in which literacy education could become more effective within the prison context. A number of inmates answered this question directly whilst the rest offered comments on the educational organisation in general.

Of those who commented on the role of the education Centre in general one man mentioned the problems of long stay inmates and their avoidance of education. He thought that these people would not be attracted to the educational facilities and would only become reinforced in their ways. The consequences of constant association with criminals and the fact that most individual contacts would be lost after a long term in prison meant that these men were likely to return to crime and then to prison. He had no suggestions about how these problems could be solved nor did he have any ideas on how education could make itself more attractive to these inmates. B3/p26,27, 28, & 29

The remainder of the men who discussed the prospects for creating a more effective educational

facility within the prison suggested a variety of techniques and changes. One man suggested that opening the school library during the holiday periods would make a difference because "....unless you get enrolled in a course you can't get anything additional to read during the holidays." B9/p7
He also suggested that the availability of a wider range of magazines for general reading, not necessarily tied to the functions of the Education Centre would also be helpful. B9/p7
This idea was reiterated by another man who said: "I reckon....they should have access to more variety of books that they actually want to see". B21/p36
He also thought that this should be separate from the jurisdiction of the library in the education centre since many men saw the Centre as "....a threat.....it's a threatening environment so everything is a threat to you." B21/p36

Five men suggested changes in course organisation within the Education Centre as being a way to make its functions more in line with the needs of the inmates. One man suggested that each prison should have a specific educational function. "...if they had special teachers, special courses, say a qualified electrician in as a teacher, another one for engineering, anoth mechanic in, you get another mathematics teacher in, and that jail only deals in those courses......that way people would learn more." B10/p3
This suggestion was seen as one way of combating the problems expressed by another inmate. He saw the problem of a prisoner trying to study in the following way:-
"....the prisoner besides doing his schoolwork, he has to go along with the running of the jail....he can't go up and find out about something at any specific time. When he's locked up, if he's got a problem he can't do and asks ..there isn't enough material available, he's got to wait for the teachers to try to do the correspondence courses. But if they don't know anything, don't know what the course is about, such as rigging that I was doing, if you have to write away to your tutor, well he's in Western

Australia, and it takes time". B15/p11 & 12

Another man suggested that more guidance should be given when men are selecting courses to ensure that the capacities of the student are matched to the demands of the particular course. B19/p21
He also advocated that a range of more relevant and practical courses should be available. The ability to recognise people's talents and interests was seen by another man to be the crucial role which Education should strive to fulfil. He thought that everyone should have a basic education in literacy and numeracy but the direction which they took from there should be based on the preferences of the students. "If the kid's mind is going on another way, if he can't use his brain to write something down, but he can use his hands and he really has a skill there that he can use his hands and he can build, then let him do that.....because if he could walk out of here with $50 that is going to buy him $40 worth of gear that he can turn into $500, and if he's got the skill to do it, then he'll do it." B22/p22
He thought that Education should concentrate on making itself more attractive and accessible to a wider range of prison population. "Something that all of a sudden the minds going to say 'Gees I like that, I'll have a go at that'. Other than that they might be a bit shy at first, but they'll come out of their skin once they see 'I can do that'. And once they learn how to do it." B22/p24

Another man thought that if Education broadened its base of appeal and catered to a wider spectrum of interests it would generally become a more effective part of the prison context. He suggested that this did not require a radical reorganisation of the educational facility but merely a different deployment of resources and services which already existed. The practical example he cited was the use of the video link up which went throughout the prison. "I think that's something that the Education Centre should be looking at, they should be saying: ''What have we got? We've got a video unit there'

....I certainly think that an hour's programme on the construction of mud brick houses would be a lot more interesting than a lot of programmes....with the facility there, why not use it for that?" B20/p24

Ten men suggested specific ways that literacy education could become a more effective programme within the prison. One man suggested that a more personal approach to the problems of the illiterate or semi literate person was required. B2/p17
He thought that a closer identification with the sense of frustration and isolation which illiteracy engenders would encourage more men to participate in literacy classes. B2/p20 & 21
Having more staff, both paid and volunatry would allow such a situation to develop. B2/p18

Another man suggested that compulsory literacy testing and the compulsory attendance of classes for those who fell below the acceptable standards were the solutions to the problem of illiteracy in prison. He thought that group pressures prevented people from seeking help and the "....only thing you could do is get people, give them a literacy test when they first come to jail, and say actually whether you like it or not, you're not going to work, you're going to sit in a school room all day....but you can't do it (voluntarily) for that reason, because there's all that group pressure there..... and they don't want to be seen to be any weaker or less advantaged than somebody else." B4/p7 & 8
The idea of a separate class for non readers was also suggested by another inmate: "Even once a week, have a special class put aside for people who can't read or write, or who can't read to the proper extent. It would be great if they could all get together and just try and learn, by going back to school". B10/p2

One man suggested that extra motivation was required to get the customers and the providers of the of the service together. He thought that ".....you could offer them rewards like extra remissions, leave points or something like that...." B8/p13

He also maintained that making the process of learning more enjoyable might encourage people to take more advantage of the educational facilities. B8/p5

Enjoyment and encouragement were the two factors which another man thought to be most important. Literacy education had to be accessible, independent B20/p7
and free from prejudice. B20/p5

This could happen, he maintained, only if the staff of the Education Centre fundamentally changed their attitudes. B20/p5

The Education Centre had to provide a refuge for the inmates B20/p16 & 17
where the values of the prison (both inmates and staff) did not obtrude. "The teachers here have the opportunity to do that sort of thing". B20/p17

FAIRLEA PRISON

The five women interviewed at Fairlea were all enthusiastic supporters of the Education Centre. They valued its existence and the services and opportunities it offered them as individuals. It catered to their very different educational and social needs and provided them with an environment where they felt secure to explore their interest and talents. The women were also sure that the Education Centre provided an excellent service for those who had difficulties with reading and writing, and the reasons which they gave to support these opinions are the explanation for the effectiveness of the teachers in this Centre.

All five of the women interviewed at Fairlea were strongly convinced that the existence of the Education Centre, and the wide variety of courses and activities which it provided, was an indispensalbe part of the prison, without which the place would be "...just like an army". F5/p14

The women were involved in very different educational activities, ranging from computer programming (F1) to a supervised course in Basic English (F4) and they were all satisfied with the level of support and professional assistance which they were receiving. On a more general level when they were asked how the rest of the prisoners regarded education, the five women maintained that education was thought to be a relevant and enjoyable activity separate from the prison routine. One woman said "....they really enjoy coming down. I think for the majority of the women it's a big release. Well it's such a different environment down here from when you step out of the door and go straight into the work routine again...over a period of time you do get increased education sessions and it isn't purely for getting away from work, because they're interested, because they find that they are actually interested in that and in exploring....and they learn." F1/p12

Another woman maintained that the individualised instruction and care which people received in the Education Centre was an important factor contributing to the effective operation of the Centre. "There have been girls here.....that have been poor readers but they've been helped a lot here too....by the other girls and especially by the Education Centre....like the teachers we've got here, they've always got time to sit down with you. Like we often get people here that can't speak proper English, and they spend time with them, and show them how to read, how to write, how to spell. It would be very depressing for these people especially if there were no Education Centre." F2/p3

One inmate who spoke English as a second language documented clearly how the education staff had helped her become literate in English. Before coming to Education she could only read in Spanish F4/p1
but after attending the school for 10 weeks she was reading Short Stories and novels in English F4/p2
She had just started on a correspondence course that had "....kept me into writing all the time." F4/p7
which she considered to be beneficial and in line with her needs to improve "....all of my writing". F4/p7
She maintained that most women within the prison regarded education as "good" F4/p9
and that most would opt for more sessions in education if the routine of the prison allowed it. F4/p9

Another example of effective literacy education was cited by another inmate who said: "We had a lass here last year and she hadn't had any schooling at all. She couldn't read or write....and she was 24 years of age and she wanted so much to learn to read and write. Well she took the education programme to learn, and she's fantastic....she really wanted to learn....but she had missed out on her education and she came out being able to read and write. I think that's terrific." F5/p3 & 4

She thought that the other women in the prison regarded education very highly. F5/p14

She maintained that the other inmates appreciated the options which education offered them and valued the noticeable change in environment when they stepped through the doors of the Education Centre. "You know, you come over here, the girls here, the teachers here are fantastic, they're a lovely bunch of girls. They're very humane people. And if you have a problem, they notice things wrong with you, and if you're feeling a bit down they notice this.....and they will listen to you and give you their advice. But before Education, it was just the same as Pentridge. You went to bed and you went to work the next day. Nothing to look forward to." F5/p15

2 women offered suggestions as to how the Education Centre could become more effective within the prison context. Both women maintained that there should be more sessions available in Education. F1/p12 F2/p9

The responsibility for deciding how many sessions in education are available to individual prisoners ultimately lies with the administrators of the prison, with the head of the Education Centre being a lone voice on the Classification Committee.

One woman had a more manageable suggestion on how the Education Service could be improved. She suggested that there should be more informative day to day reading material available in the Centre. F2/p1

Another woman outlined some of the disasters and pitfalls of Correspondence courses. She had decided to enrol in a psychology course from Deakin University F1/p1 and she had found it increasingly hard to keep up with the requirements of the course for a number of reasons. "There wasn't anyone to help me in here which meant that all the work I had to submit I had to do on my own. I had to work out on my own and I had problems with Library books and things like that." F1/p2

As well as difficulties obtaining books, assignments arrived late and by the end of the course she was about three months behind." F1/p3

She did not have any measure of her progress: "I didn't know how well I was doing till the exam which was probably a little bit too late....I passed, but I just passed." F1/p3

Two of the five women interviewed described the importance of the Drama group operating in Fairlea Prison. This group is run by 'outsiders' who come into the prison at regular times. The material for any productions comes from the inmates themselves and this involves those participating, in a lot of reading and writing activities. It also gives a medium for the expression of all those frustrations and feelings which may otherwise remain inside the individual. It offers the chance to write them down and act them out. "It's a release in the sense that you can reenact and you become, and you can do things within the drama group that you could never normally have the opportunity to do. To feel and experience different emotions which is a total release from what you experience every day on a normal routine, because everything is so tight here." F1/p8 The activities of the drama group provide a record of progress for the individual. The fact that what the women write and submit is valued and incorporated into a final product allows them to see ".....some sort of progression....and to be able to do that is very satisfying." F1/p9

The precepts of the ideal literacy programme are embodied in this project: Self expression on issues and feeling relevant to the individual, the freedom to express these in a comfortable and supportive environment, the value attached to each individual's contribution and the reflection and replaying of individual contributions incorporated into a whole dramatic production. The dictates of security allow 6 women to participate in this activity at any one time. F3/p8

CASTLEMAINE PRISON

The 11 men interviewed in Castlemaine prison were involved in different activites in the Education Centre. Their participation in Education ranged from enrolment in a Bachelor of Arts degree to a chance to develop skills and interests in pottery. The men had very different reactions to the services offered by the Education Centre. Some concentrated on the specific help which they were receiving whilst others took a broader view and commented on the range and type of services available.

Nine of the 11 men considered that Education was providing them with a relevant and constructive environment within which they felt comfortable to pursue their particular studies. One man who originally came to education just to read gradually found that "I've become more involved with the school and reading.....with a purpose. First of all it was just a distraction, just to fill in time. Now it's reading, reading as related to my studies. I'm doing my matric." C3/p3
The fact that he was allowed the time for reflection gave him the opportunity to reassess the use of his time in prison: "If you can look at it objectively and you can turn around and say: What benefit can I make from the time here? instead of saying: 'This is just a lagging' there's this time....but the people who are here... can help one another make the time go a bit faster and you can break it up...." C3/p25

Another man who was involved in a photography course thought that his independence and the lack of interference from the staff allowed him to learn in the way in which he was most comfortable. "I like to run my own race.....end up learning a lot more. Getting more involved in it...as far as I'm concerned I've got complete control.....I prefer to do it for myself". C2/p9

A similar idea was expressed by another inmate who was intersted in pottery. C7/p2
He hoped to continue with his work when he was released. C7/p11

One inmate, who was completing his Bachelor of Arts degree, C10/p1
appreciated the sense of cooperation which the teachers displayed. "Unless you've got cooperative people - like that mob over there (the teachers) I'm sure it'd be very hard to get the books you want." C10/p4
He felt that he was treated "....reasonably fairly as far as Education is concerned." C10/p15
Another man who was doing a course in Business Management and Law C8/p3
realised quickly that he had to use his time productively whilst in prison. "I don't think many people in here ...realise the fact that they've got the time and they must utilise that time to their best advantage.....I feel as if I'm doing something. Not only for myself but to benefit me outside which will keep me out of trouble because I'll have some sort of qualification afterwards. Cutting and making seed boxes is just no qualification at all." C8/ p2 & 3
He commented on the speed with which books and materials were made available to him C8/p19
and the individualised attention which he had received. He compared this attitude to the situation at Pentridge. "Pentridge - well there's nothing - nothing for the individual - they class you as a group - they don't class you as an individual. What's good for a group is good for you. And that's it. And if prisoners aren't interested in reading or having textbooks for courses - that's your stiff shit. The majority don't want it, so you don't get it. Which I think is wrong." C8/p19
He also recognised that without his involvement in Education he would become mentally stagnant. "If I was in here and didn't have this course to do, didn't have these educational facilities I'd be a dead beat by the time I get out. I'd be so slow and sloppy. Not in

a physical sense but in my mind.....and I don't want that. And I don't think a lot of people here want it either....even if it's finger painting - making pottery - it still occupies the mind.....whereas people who sit down on their arses all day - their mind goes dead after a while....it goes numb - they can't think of things." C8/24

A number of the men outlined their specific literacy needs. One inmate said that his handwriting was below standard C2/p7
but that he could deal with this problem without the assistance of the Education staff. C2/p7
Another man maintained that the gaps in his education had left him with a poor vocabulary. "You can see I've dropped out and come back again because there's a gap. I might know the words but I don't know how to put them together properly....using the right words to draw the right pictures in the person's mind". C3/p9
He had started reading English grammar books in an attempt to overcome this deficiency. C2/p9

Another man considered himself to be a poor reader and he had a lot of difficulty remembering what he had read. C4/p4
However he had no ideas on how anyone could help him C4/p4
and his experiences at school had made him regard reading as a chore to be avoided. C4/p4
He also maintained that his handwriting was below standard "....the writing itself.....it's a bit messy." C4/p7
He thought that the legibility of his handwriting something which he had to deal with alone. "I don't think they could help me on that. It's something I've got to master." C4/p8
A similar idea was expressed by another man who regarded the speed at which he read as an area of possible improveent C6/p3
but one which was outside the province of the Education staff.

"Exact words" and their meanings was a problem which another inmate had with his reading. C7/p6

"You come across a word. I'd like to know a little bit more about it. And if I use a word I'd like to know its exact meaning. I've got problems in that line." C7/p6 & 7
However he had found a solution to his problem, which required no help from the Education staff. "I've got in the habit now of looking them up in the dictionary or thesaurus." C7/p7

A similar problem was described by another inmate who thought that his "ethnic background" C10/p5
had precluded him from grasping some of the basics of reading and writing during the early years of his education. In particular he thought that his vocabulary was restricted C10/p6
and he tackled this problem by "....doing a lot of reading.. and then come to a word, underline a word and come back to it later." C10/p6

Another man who was enrolled in a course in Business Management and Law often found problems in reading the the technical material associated with his study. C8/p4
He had developed the a set of strategies for untangling the information. "If I've got a problem I just keep repeating it out loud. That section out loud till it's in my head.....It's pretty hard just reading a section on law, something that you've never done in your life before, and try to fully comprehend the meaning. You sort of gotta drum it into your head whether by writing it or by reading it. I read both out loud and to myself." C8/p4 & 5
If this did not succeed in producing any sense the man then had access to other books related to his study and he would read these. C8/p5
As a last resort he would ask "somebody who's knowledgeable in what aspect of the problem I'm involved in. If I'm stuck maybe a teacher - maybe another student." C8/p5

Another man was an avid letter writer and wanted to extend his vocabulary. C9/p5
However he thought that the Education staff could not help him in this way since his letters were highly personal. Let's face it they don't know who you're writing to so they can't comment....spelling wise I guess they could help me there, if you had trouble with spelling. But I don't." C9/p6

Only one of the men interviewedthought that the Education staff could help with his literacy needs in any specific way. He had taught himself to read and write C5/p2
and wanted to improve "big words". C5/p2
"It gets me there. Just big complicated words get stuck on them". C5/p3
He suggested that the Education staff could "Give you good books to read. Tapes of people reading and that. If you got the book there as well you can read along with it." Ct/p3
He also said that his spelling was below standard, C5/p6 and that the Education staff had been helping him to improve it. C5/p7

In all except one of the cases mentioned above the effectiveness of the Education staff in overcoming the specific literacy problems of the inmates interviewed had been pre-empted by the development of strategies personally tailored by the men themselves. They had recognised their own literacy weaknessess and had devised ways and means for overcoming these.

A number of the men interviewed discussed the effectiveness of the Education Service in the prison context in more general and philosophical terms, preferring to discuss the less tangible and less quantifiable contributions which the Centre made to life within the prison. Two men simply commented that they were appreciative of the services offered and did not give any reasons. C4/p10 & 11
C9/p20

Two other men mentioned that the 'atmosphere' in the Centre was more relaxexd than "....anywhere else in the gaol." C5/p9
This relaxation spilled over onto those people who participated in the activities of the Centre and "....when they enter this schoolroom they seem a different person." C1/p10
Another man maintained that "....when you get down here and you realise by being able to talk and express yourself or write and include other people in your own thinking - your inner world, you break down a lot of the hostilities and tensions of prison." C3/p8
Participation also allowed the individual to build up

confidence in himself C3/p9
and the intellectual freedom which the Centre provided, fostered growth and development. C3/p9 & 10
"Like when you come to the school the atmosphere changes and you are here where there is obviously learning .... and it gives you a foundation for your own thinking." C3/p23

Of those men interviewed who were critical of the effectiveness of the Education Centre within the prison three recounted the personal problems which had confronted them. One man who was studying French said that "Nobody knows anything about it. I'm dependent on friends - French friends, but they can't visit me, and a French teacher who occasionally corresponds with me.." C1/p5
Another man was studying electronics by correspondence and outlined his problems in the following way. "I'm doing electronics, which I feel like throwing in and probably will. It's a course where I need someone there who knows about it to help me at the time and help prompt me along the way. Kick in the backside if you like.....All you can depend on is correspondence. And correspondence is fine. But you get to a certain part where it becomes boring not actually having any physical contact or company or whatever. You get to a problem and you're not sure whether you're right or not. I've spent weeks on one question. These fellas here, they tried their hardest but they couldn't help me... the main hassle is I've lost interest in it having to do it that way. Too lonely...." C6/p7 & 8

A loss of motivation was mentioned by another man C11/p1 as the reason for his withdrawal from his course. "I just lost total interest." C11/p1
He regarded himself as a poor communicator. C11/p5
"I find it very difficult to relate to anybody around here....Personality disorder. I get angry, depressed and everything is negative." C11/p8
He thought that the introduction of debate groups and group discussion sessions would be helpful. C11/p7

However he mentioned that the staff were not particulary interested in his suggestions. C11/p7

One man suggested that the inability of the Education staff to reach the illiterate or semiliterate inmates of the prison could be explained in terms of the lack of motivation of some of the prisoners. "I think if they really wanted to learn they'd come here.. They'd put their name down and say: 'Righto, I need to learn, I'll go and learn'....So I can't see you helping them at all. They're obviously not down here....They're not children anymore....They think they're adults and they don't need your help." C9/p15

Another man suggested that a number of inmates regarded Education as a waste of time C8/p23

and this explained why they avoided the Centre. Peer group pressure was given as the reason, by another man, for the lack of support which Education received from some quarters of the prison population. "I think one of the problems with education in prisons is there seems to be a peer group sort of pressure to be ignorant..... which is understandable, and there's a lot of resentment in prisons from inmates....A lot of pressure like that to conform. Don't learn." C3/p1 & 2

Six of the eleven men interviewed cited examples of poor readers or non readers with whom they had contact in prison. None of these poor readers had approached the Education Centre for help. When asked about why these people did not take advantage of the educational facilities available one man suggested they had "A very poor attitude. We call them the 'plastic gangsters.' Just usually young blokes who don't seem to care a fuck about anything....They don't know what's going on. Inside. Outside. Or what." C2/p5

Another man expressed a similar opinion and said that the responsibility for literacy standards remained firmly lodged with the individual. He thought that there was nothing the teachers could do if the men themselves were unwilling to learn. "I think if they really wanted to learn they'd come here." C9/p15

The consequences of being illiterate and not asking for help were discussed by another man. He thought that in not asking for help these men were abusing themselves. C8/p13 He described his encounter with a non reader and writer. "He's got the attitude where he doesn't care....He justifies himself by being a loudmouth, swearing being tough....But when it comes to basic reading and writing he's stuffed. He can't do it. He can't even read a letter that people write to him. He gets other people to read it. It's embarrassing in some sense. I'd be very embarrassed if somebody had to read my personal mail....I think it's a shame. It's up to nobody else. If you can't make the effort to learn to read. He's got to ask. If you don't ask you never know." C8/p12
He also outlined the necessity for being literate in today's society and maintainted that to survive a person had to be able to read something. "....You can't get anywhere today in society without reading something. A newspaper, a ticket, you know, your warrant. It could be anything.... you have to read in this society....you just can't get anywhere in this day and age, in this society without being able to read or write." C8/p14 & 15
The responsibility for turning illiterate inmates into literate inmates was, he said, dependent on the initiative of the client. "It's a shame, but it stems from the person himself. Whether he wants to read and write - if he wants to develop - and if he doesn't, nobody's going to help him. Like the old saying: 'You can lead a horse to water but you can't make him drink'." C8/p15

Two other men interviewed mentioned that they knew of poor readers and writers within the prison. One man explained that the reason why these people did not approach the Education staff for help was due to the inherent sense of embarrassment that illiteracy produced. C10/p17 Both men suggested that teaching on a one to one basis was a possible solution to this problem. C10/p17 & C11/p4

All the men interviewed were asked to suggest ways in which Education in general, and literacy education specifically, could make itself more effective within the prison. Two men suggested that a better more widely stocked library would add to the general attractiveness of the Education Centre. C1/p12 C5/p11

Another man maintained that the provision of a "Critics Page" at the front of each book available for borrowing could encourage reluctant readers to read more. "There's a lot of kids, people, who come here, who've never read much at all, and they're wondering where to start. Where do you start? As an interest or to broaden your mind or to improve yourself? Where do you start when you don't know? You look at the cover and it says 'this and this'. And it's got a little glossy - the exaggeration in the back of the book about what it's about - and things like that. It tends to put you off... I think somewhere along the line they might be able to do a glossary of books. Whether they contain fiction, general knowledge - stuff like that - specifics - and give you an idea of what each book's about....every week they bring up 2 or 3 dozen books (into the wings)....perhaps if they had a little pamphlet or something on each book or maybe 'Top Books of the Week'.... If each time you finished a book you just wrote a little paragraph on what you thought of the book....Some people do it. I noticed at the prison at Pentridge there, you can read a book and at the start of it, some guy had written in one particular book.....It gave me the incentive to go and read it." C3/p18 & 19

Another suggestion about how Education could make itself more attractive and accessible centre on a reorganisation of the prison remission system. The reduction of long sentences in return for school attendance, one man suggested was, the type of incentive that was needed in the prison context. C3/p7
He also specified the type of curriculum which would best suit these inmates. "The basic principles are that you learn the basics in reading and writing and self presentation etc. Give them an idea of what to

to expect, nothing to be enforced, no certificates at the end of it, no pass/fails." C3/p36

"It's worth thinking about....because obviously it's going to be a commitment, if you go to school you come there to accept a role, the discipline, because you're going to get a month's remission". C3/p35

He summarised the possible benefits of optional education when he said: "If it was explained to them that there was a world of imagination or a world of freedom of expression that's denied to them by themselves and by their attitudes, and if they were given a platform there....and there's not going to be any denial there, any ostracism there and no inadequacy there . Once it's accepted, it's a kind of assimilation..." C3/37

A concentration on team effort and group sessions were also suggested as methods that Education could use more effectively to make itself more attractive to inmates. C3/p6 C11/p9

This notion, although antithetical to many aspects of the prison environment, was seen as a way in which some of the tensions in the prison could be overcome. C3/p6

"I think prison education ought to be brought around to team effort. The teachers have to try to do it deliberately....They draw us into conversation just to have a group effort. It breaks that 'one-out' attitude...." C3/p6

Another man suggested that the teachers should make themselves more "visibly" available. "I suppose they have to be around and I don't just mean going to the front gate. Like it wouldn't hurt the system, for the teachers to conduct interviews, private interviews. A lot of guys are really embarrassed because they can't read. It's a personal thing....where the confidentiality of the person is assured. That can help. It's a start. At least they're talking to them.....and if the person wants help, he knows it's there for him. A lot of guys, I suppose wouldn't know....in this place....because they haven't sort of been told or nothing's really been explained to them." C8/p27,28

As well as accessibility and availability, another man suggested that the teachers had to ensure that the process of learning was firmly established on an equal footing where the teacher and the learner shared the journey together. C10/p17

In this way the teachers could then help their pupils to learn for themselves. C3/p30

That's the most imperative thing, to be able to change your direction, not only through your own initiative. Once I learn that I am doing the wrong thing.....I can initiate steps to learn how to adapt to the environment... the incentive to come to school and the idea of teaching them to teach themselves and then using what they've learnt to express themselves is crucial...." C3/p30 & 31

WINLATON YOUTH TRAINING CENTRE

The girls interviewed at Winlaton Youth Training Centre came from three different sections of the Institution. Those housed in the Remand Section were awaiting 'trial' and were short stay detainees. Those in the 'school section' had received their sentences and were confined there for different periods of time. Those in the 'hostel section' were attending outside schools, looking for jobs under supervision or simply living in this low security section and taking advantage of the educational facilities available. All girls in Winlaton under the age of 16 attended school compulsorily. After this age the girls had the option of either attending or not attending school.

Of the 11 girls interviewed, 3 were living in the low security or 'hostel section' of the Centre. One of these young ladies was attending the school attached to the Hostel. She considered that the courses she was doing were both valuable and relevant to her needs. She described the subjects that she was involved in and outlined the benefits which she could see as coming from this study. "We do Homecrafts, there's two hours a day when we do Homecrafts....they teach us how to do cooking. When you're out on private board and that. And they teach us how to make things in sewing and how to live and that....I think it's good because when I was out I was shit, I'd get into trouble over anything.....and I didn't know to budget money or anything...." W 1/p3 & 4

Maths, Literacy, Child Care and Homecrafts were compulsory subjects W 1/p5

and "....we have a meeting every Friday to pick up the subjects that you want....." W 1/p5

She also thought that the Legal Studies Course was of particular interest because the teacher ".....takes us to Courts and she tells us how to do things when you go to Court.....Like the kid down in Remand didn't know nothing about that when they didn't have no teacher. But now Robyn goes down there and has lessons every week". W1/p5

She said that the type of education she was getting was worthwhile and that her time in Winlaton did not interrupt her normal school pattern. "Like the subjects, like if you're in Form 3 or 4 when you were out, they'd give you that kind of work and you can do Correspondence here and go to outside schools." W1/p6

One young lady was involved in a day programme. She had "....always hated school" W10/p1

but had enjoyed the flexibility that Education allowed her in Winlaton. For this reason she attended school within the hostel section each day and returned home each night. W10/p1 & 2

She enjoyed the contact with sympathetic peers and teachers. "I liked it here....just the girls you can talk to them and talk about your problems." W10/p3

She also said that she found it easier to learn in this environment because: ".....there's not as many people around in one class and....because with the teachers here, they'll know what your problems are and they'll help you. But with the teachers outside they can't." W10/p11 & 12

She also hoped that she could move onto the work preparation programme which was run by the Staff of the Section. W10/p3

The third young lady interviewed who was living in the Hostel Section, was a 'job hunter'. She had participated in some courses but now spent most of her time actively looking for jobs and attending interviews. Her release was contingent upon her having a job and an acceptable place to live. W3/p11
W3/p5

Six young ladies were interviewed in the 'school section' of Winlaton where school attendance was compulsory for anyone under the legal school leaving age. Within this section the education staff catered to a wide range of abilities and interests.

One detainee was involved in a private project on drugs which the staff had helped her to organise. "I didn't have enough to do in school and so the staff suggested it,and so I said alright" W2/p2

She was also about to start on two correspondence courses on Mathematics and Biology. W2/p12

She thought that the education she was receiving was effective within the context of the institution and appreciated the help and support which the teachers offered her." "....you can do it in here with all the help, cause I would never try it again out there. I would be scared that I would fail, but in here it doesn't matter." W2/p12

Another young lady also enjoyed the time she spent in school at Winlaton. She was doing Form 2 W4/p4 and although she preferred the freedoms of outside school "I like to go and order my lunch, I like to wander out of the school yard and I'm not supposed to.." W4/p3

She appreciated the lack of trouble she could get into at Winlaton. "I know I can't go outside and sneak asmoke. There's no guys I can get into trouble with. I respect all the teachers here......I don't abuse them and lash out at them." W4/p11

School provided relief from boredom for another young lady. She was in Form 3 and thought that school "....works here." W8/p12

Education was an effective alternative to being on Section. She described the daily routine in the following way: "Well we do our chores..... that's alright. Get up, our staff get us up. We have a shower, we have breakfast. Then we have a smoke at the table and then we do our chores......and we all just do our chores and then we'll pitch in for the ones that are left....and then we come to school.... I like it better up here." W8/p14

Another detainee enjoyed the lack of pressure and the choice of subjects which the Education Centre offered. She was doing Form IV and wanted to do a hair - dressing course when she left school. W7/p6

For this reason she identified with the aims of the school and appreciated its flexibility. "It doesn't force you to do things. It's good cause they don't force you to do things." W7/p5

Two young ladies definitely preferred "outside school". Both were doing their Fourth Form. W11/p13 W5/p3

One thought that the Education Centre was ineffective in catering to her needs because she "hated the institution itself" W11/p6

She also said: "I feel I'm not learning anything here, I'm just writing out of a book". W11/p6

She described a common interaction between herself and the teachers in the following way "I won't sit down. A lot of times I'm in a bad mood and I say: 'Look I'm not doing this rubbish.' 'Get into Time out'.....'Yeah. Alright'. I'll sit there and I'll do it.....I don't like it here.....I just want to get out..." W11/p6

The other young lady who preferred school on the outside explained her dissatisfactions in terms of the standard of education which she was receiving in Winlaton. "Well here, they sort of, they've only got half the work you do....well some of the levels in here are good but they stop at about Form 2. And after that they just give you any work, but at an outside school you get it all...and it's much better." W5/p13

In an effort to maintain this young lady's interest in learning the education staff had arranged a Correspondence Art course for her. She said: "I really like it.....I just like Art all together, and they've got me entering a Youth Art Competition.... they just found it in the paper this afternoon". W5/p3 & 4

She did this course in addition to her normal school work.

Two detainees were interviewed in the Remand section of Winlaton. Both thought that the school facilities were effectively catering to their needs. School was compulsory and the subjects which were offered included English, Mathematics, needlework, cooking and typing. W6/p11

Both girls mentioned that the teachers ".....make it fun for you." W6/p11

The other girl contrasted school on the outside and her experiences in Remand when she said. "I hated school on the outside....Most probably because they were always pressuring me into doing the work and I hated it....I was always getting into trouble". W9/p12

She decided that the size of the classes was a posible factor explaining her different attitudes. "I think the size has got a little to do with it.....Like we had 30 kids in our class....And that was packed. If you couldn't do the work the teachers just paid no attention to you.....But in here there's not so many kids.....There's all the attention.....Like if you can't do it, they show you how to do it and it's really good". W 9/p12 & 13

7 of the 11 girls interviewed had specific literacy problems. All of these girls thought that they could deal with these problems without any outside help. Three considered that their handwriting was not acceptable. W11/p11 W8/p10 W10/p5

"....once I could only do double writing, then I went to another primary school and we had to print, and now I can't double write. But now I'm teaching myself to do it again." W8/p10

The second girl practised for hours in an effort to improve her handwriting. "I'll sit down for hours trying to write and I'll do pages and pages of the of the same thing.....I mean like: 'Dear Mum' 'Dear Mum', 'Dear Mum'." P11/p12

Four of the girls interviewed mentioned particular problems which they had when reading. One wanted to be able to read faster W2/p6
so that "I'd get through more books and I'd finish them quicker. Cause you get impatient with a book when you've had it for a while, you don't want to finish it." W2/p6

Another girl had problems when she had to read orally, W8/p1
but had no difficulty when reading silently. "I can
read faster when I'm reading to myself, when I say it
out loud I read slow." W8/p2
Oral reading was also a problem for another young lady.
"I think that you know, how you get in a bad mood
or you get frustrated, or you stutter. I want to get
out of that.....And I just want to try and keep reading
all the time.....I think practice makes better and better." W6/p3
A self assessed poor reader W9/p2
who could not read out loud thought that the first step
to helping her to overcome her problems was her
responsibility. "I think I'd have to help myself first...
I don't think they'd be able to help me. I think I'd
have to do it on me own.....I need more practice". W9/p3
She also considered herself to be a poor speller. W9/p8
Another young lady summarised her literacy problems
by saying "I can write but I can't do English properly..
I can't put the 's' on things and things like that". W7/p4 & 5
She considered that when she returned to outside school,
someone would help her with this problem, W7/p5
but for the moment she was going to enjoy the other
subjects offered within the Education Centre.

When asked to assess other detainees attitudes
towards Education in general and literacy education in
particular, ten of the eleven girls interviewed offered
comments. These comments ranged from the unsure through
the positive to the negative. Only one girl said that
she did not know how the other detainees reacted to the
Education Service offered. W7/p8
One young lady gave both sides of the argument when she
said: "Some girls are completely against education...
They're old enough to make their own decisions....And
then some of them still do want to go to school....it
just works both ways". "5/p12
Another girl reiterated this idea and said that some
girls regarded education as a 'bludge' W2/p11
but others thought that the service offered was effective and useful but refused to admit this since it
would "make them weak". W2/p12 & 13

One of the girls interviewed was unsure about the general reaction towards education amongst the other detainees and restricted her comments to a 'few'. She said: "A few of them say: 'Why do we have to go to school and all that?'....and they try to get out of it". W10/p8
Another girl in the hostel section of Winlaton maintained that Education was a poor alternative to either outside school or job hunting. "Some of the kids go to outside school, the rest of them can't stand it so they're working". W11/p12
A similar kind of negative opinion about the Education service was offered by another detainee who answered the question about the general reaction to education within the institution by saying: "A lot of them hate it. They tell me I'm mad. A lot of them say: 'Oh you're mad'. ....'Don't go back to school, you're mad'". W11/p15

A reason for the negativism reported amongst the detainees in Winlaton was explained in part by one young lady who said: "I know some of them think it's (school) slack.....some girls have said to me: 'Oh that school, they're so slack that the teachers there could get stuffed'. I don't know why. I think it's that they're upset that they can't go back to their old school while they're in here.....I think they like it". W4 p9

The fact that private circumstances determined personal reactions to Education was expressed by another detainee. She said that everything went along quite smoothly as long as nothing happened to upset the girls. When someone visited, or received a bad phone call, or had just been through a session with the social worker, everything was likely to be coloured by the experience. The school and its staff were no exception. "Like if somebody's upset, like if they've had a bad phone call, or if their Social Worker had been in and said something foul, they're foul for the rest of the day. Like as soon as you come back from the Social Worker you'll be all blubby and everything. 'Can I go and sit in me room?' No it's school not Time out". W3/p14

Two girls considered that the other detainees had positive attitudes towards Education. One said that "most of them are really sensible....and want to go back to school". W6/p11

The other commented that she had "...hardly ever heard anyone complain.....I think they all like it." W9/p13

The two girls in The Remand Section of the institution regarded the Education Service very highly. W6 and W9

The five girls in the school section or medium security part of Winlaton were more equally balanced in terms of their appreciation of the service with one not commenting, one unsure, one disliking it and one balancing the good against the bad. Within the Hostel Section one girl was unsure about the reaction of her peers towards Education W10/p8 whilst the other girl preferred to answer the question in terms of what outside forces contributed to the attitudes which individuals held at any one time. W3/p14

When asked if they knew of any poor readers or non readers in Winlaton 7 of the 11 girls said that they did. Of the poor readers identified two were reported to be receiving help from the Education staff. W2/p55 & W10/p4

Three of the girls preferred to obtain help from their peers. W4/p4 W6/p3

One of the girls explained the type of help she offered to her friend when she said: "She gets us to help her, or tell her to break it up....Give her a chance to learn for herself." W5/p6

When asked why this young lady did not take advantage of the educational facilities available she said: "The girls here give her help to read and spell when she asks for it, but she's just against going back to school. And now she's going to be turning old enough, so that she doesn't have to. So that's really her decision." W5/p5

Another girl commented that the poor reader she had contact with was poor at everything, W1/p3

but she offered no explanation for her inabilities.

Another girl had tried to help a poor reader who had obvious difficulties but had met with a lot of opposition and resentment. "If you try to help her she gets in a bad mood and says: 'Oh you think I'm dumb don't you?' "I don't want your help anyway'. And she blurts off. she gets very crabby". W11/p5

Most girls when asked to make suggestions about how things could be different within the institution, opted not to answer. Those who did reply made no reference to Education but spoke in general terms about administrative and organisational changes within the institution. Perhaps this could be attributed to the fact that, for all except one of the girls interviewed, education was not regarded as an option but rather as a compulsory part of the routine which had to be undertaken.

MALMSBURY YOUTH TRAINING CENTRE

The young men interviewed at Malmsbury Youth Training Centre had all chosen to be involved in the activities of the Education Centre. For this reason their opinions, attitudes, satisfactions and dissatisfactions with Education represent those of the clients of the service rather than the opinions of uninvolved spectators. The subjects which the young men were enrolled in, varied from courses in Basic English (reading, spelling and writing) through vocational training in Mechanics and Interior Decorating, to preparation for Form IV examinations.

Four of the young men interviewed were enrolled in courses which were either vocationally or interest oriented. Three of these four considered that education in general was effectively catering to their academic needs within the detention context. One considered that
the course he was doing on Motor Mechanics M2/p1
was both enjoyable and relevant to his needs. M2/p3
He had also completed a Crane Drivers Course and a
Car Detailing Course M2/p5
He commented that: "Any course comes along I'll do it
....I just like doing the courses....you get some sort
of papers you know." M2/p5
Another detainee had spent his time in Malmsbury studying
by correspondence, a course on Interior Decorating. M4/p8
He was also the Editor of the Centre's newspaper and
spent quite a lot of his time writing poetry and doing
pottery. M4/p9
Another young man was about to complete a Fork Lift
Course at Swinburne Technical College. M6/p11
This had been arranged by the Education staff and the
administration of the Centre. M6/p9

He was also completing his Fourth Form and considered that
he was using his time carefully by being involved in
Education M6/p14
"I'm trying to get something out of it....When I get
out who knows.....It's just better when you go for a job
if you've got Fourth Form...." M6/p14

One young man thought that the Education Centre had
not effectively catered to his needs. He was enrolled
in a Motor Mechanics course ".....cause I like cars and
that." M9/p4
He mentioned that he was "....leaving school on Friday.
It would give you the shits - the teachers and that.." M9/p4
He was not able to explain his dissatisfaction any more
precisely but said that he was going back to the motor
mechanics workshop on the following Monday. M9/p12

Five of the detainees interviewed had specific
literacy problems and outlined the ways in which the
Education Staff were helping them to overcome these. One
who had only just arrived from the Intake Section was
working with one of the teachers on his reading. His
problem centred on an inability to read aloud M3/p2
and he attribued his lack of reading skills to the fact
that he had left school at Grade 6. M3/p3
He had chosen to come to Education so that he could
".....do a little bit better to get by in day to day
situations." M3/p4
He also thought that "....what I do put down on paper
and what I don't put down on paper, you know, it's not
proper English". M3/p5
As well as expression he thought that he needed help
with spelling because: "If I'm writing a letter I have
to get someone to spell it out for me". M3/p6
Since he had only one session in Education it was
difficult for him to comment on the possible effectiveness
of the time he would spend in the Centre.

Another young man was in a similar situation and,
at the time of interview, had only had one session in
Education. He regarded himself as a poor reader. M7/p1

The reason for his low reading standard was that he had taught himself to read and write. M7/ 2
He had opted to come to Education because: "I wanted to know a bit more about it....and learn how to spell and that and have a bit more education...and to find a job easier....see what's going on in the world...." M7/p33

Another self assessed poor reader and speller had spent some time in the Education Centre working in these areas. He could read, but at a level which he considered to be unsatisfactory. "I try I read the Sun and that in the morning.....the words I know....Mostly I look at the pictures. Sometimes if I see some words that I know, I'll have a look at them. I'm doing reading and spelling with the teacher now...." M5/p1
He thought that the attention which he was receiving, and the individualised instruction which characterised the Centre had made him more confident about himself and had improved his reading skills. M5/p3
He also thought that the staff had effectively changed his writing style. :".....when I first started I wrote all the words close together and it made a lot of jumble. Now I sort of space it out, with full stops and commas". M5/p6
He maintained that his desire to learn combined with the help of the Education staff established a good context for learning. M5/p6

Handwriting, spelling and reading were problem areas for another detainee. He was receiving help from another teacher but only when he felt he needed it. M8/p2
He regarded his problems with spelling and handwriting as being related to the speed at which he wrote. "It's just that when I write a letter I'm in a hurry....just to finish it....When I write a letter I rush....me mate reads it over.....there's so many mistakes....I just have to fix it up after..." M8/p7
As well as help with his literacy this young man was also enrolled in Form IV within the Education Centre.

He enjoyed the flexibility which he was allowed within the Centre and felt that he was benefiting from the time that he spent there. M8/p15 & 16

One of the five detainees interviewed regarded the help which he was receiving as ineffective. He had a problem with spelling and as well as doing Form IV he was completing a correspondence course in spelling. He commented on the reasons for this course's ineffeciveness in the following way: "But I come here and the reason in me head to learn how to spell and write properly. And now I still haven't bloody learnt it. They don't teach me see. In them books you learn what's in the book, and if you don't pass you read the book over again. So you're going to end up passirg again anyway....You don't get taught any more or any less. They don't teach you to spell better or anything like that....it's a set course ....." M1/p21 & 22

Two young men mentioned that they had small and specific problems with literacy, but they thought that these could be overcome personally with no outside help required. One had difficulty spelling accurately but thought that "......it's good if I take me time..... the only time it's really bad is when I rush into a letter and take a quick letter." M2/p10
The other young man sometimes had problems understanding words when he was reading but he did not consider the problem severe enough to warrant any extra help. He wanted to be able to "....read a bit quicker.....and understand a few words....but I wouldn't bother to ask.. it's just a few words. I sort of know what they mean." M6/p6

When asked to comment on the attitudes of the other detainees towards Education only one said that "Most like Education" M2/p13
The remainder of the young men were more guarded in their judgements preferring to comment that 'some like it, some don't'. Some of the reasons given for 'disliking' or 'liking' Education were related to individual

motivation. "I suppose....it's there if you want to
use it. You can use it or abuse it. I think some guys
in here really do want to do it....you might as well do
something while you're in here." M3/p11
"Some guys think it is alright. There's some guys that
want it and some that don't. M5/p11

Another prevalent opinion was that Education was
used by some detainees to "get out of things" M6/p14
"A lot of blokes think that you come in here and you don't
do no work...But it's not like that....if you come in
here and suck around, tell the teachers to go and do
that, you wouldn't last an hour...." M8/p16
The 'bludge attitude' proved to be an inadequate reason
for enrolling in Education as one young man demonstrated.
He had come to Education "....cause it's a bludge, the day
passes quicker you know, you muck around a bit..." M9/p12
He had found that his attitude and the attitudes expressed
by the teachers was incompatible M9/p
and he was leaving and returning to the Motor workshop.
Another young man commented from personal experience on
this attitude to Education when he said "Well there's been
about eight blokes pass through here and they've been here
for two days and they're gone. They think that they know
this and they know that. They tell the teachers they
don't have to do this.....they're putting themselves down,
not anyone else." M8/p18 & 19

When asked to comment on whether they knew of any
non readers or poor readers within the institution all nine
mentioned that they did. Of these nine, three were
self assessed poor readers who were receiving help from
the Education staff. The remaining six responses referred
to other inmates who had problems with reading and writing
but who did not take advantage of the Education Service
available. The young men were then asked to speculate
about why these people with obvious literacy problems did
not approach Education one young man maintained that these
people were set in their ways and"They don't really care." M2/p6
This idea was reiterated by another detainee who said "....a

lot of blokes here, just been in Boys Homes, and they don't give a stuff. They don't care anymore". M7/p4

The help which poor readers and writers received from their peers preempted any help which Education might offer. This explanation was offered by two young men as the reason for the lack of contact with the Education staff. One detainee outlined his experience with a poor reader and writer in the following way. "Like there's a bloke.....he just sort of can't read little words you know....like when he gets a letter off his sheila he brings it to me. And he just can't read for himself. And I write letters to his girlfriends and that...." M9/p6 & 7
He was helping him to become a better reader and writer by "Say he's looking at the paper, he'd see something in it on a big bank robbery and he'd want to hear about it or something. Like I'd say read it... and help him a bit here and there...." M9/p8
Another detainee maintained that poor readers or non readers would prefer to approach their peers for help because of the embarrassment engendered by being illiterate. M4/p14
Thus Education was redundant.

Embarrassment about problems with literacy was mentioned by three detainees. M4/p17
M7/p8 & 9

They thought that this prevented other detainees from taking advantage of the facilities available. "They're usually the ones that are missing out because they're embarrassed. Usually they go and get a job or something to cover up....if it was me and I couldn't read and write, I'd be doing it myself. I wouldn't be coming to school sort of thing...." M1/p7 & 8

The nine young men interviewed were asked to suggest ways in which Education in general, and literacy education, in particular could become a more effective force within the Training Centre. Only three detainees grappled with this problem One young man suggested that they should simply be left alone M5/p11

"It's none of my business what they want to do. They can do what they want to do. It's me I'm thinking of, not them". M6/p11

Another disclaimed any responsibility for Education when he said "They please themselves you know. If they want to go to school or do nothing or you can work in your section....it's up to themselves what they want to do." M6/p16

One young man took a more speculative and insightful look at the issue of Education in the Youth Training Centre and suggested a number of courses which Education could offer to cater for a wider set of needs. "Maybe have courses in things like tax returns, dole applications.....maybe they might not be all that capable of filling out forms by themselves, so they should have a mock atmosphere, like that where you can get those forms and fill them out with assistance, and be shown how to do that sort of things properly. I think what also could be included too is situations with tenancy and rent payment and things like that." M4/.p5

CHAPTER III

THE USE OF LITERACY IN PERSONAL GROWTH

".....THE ROLE, IF ANY, THAT READING AND WRITING MAY PLAY IN INDIVIDUAL CASES OF REHABILITATION".

The issue of rehabilitation has been tackled and retackled by a vast number of studies over the past few years. As a concept, it has now almost disappeared from the vocabulary of those people involved in prison administration, assessment, reform and abolition. It is certainly a word which is used infrequently by the prison population. The idea of rehabilitation is one which has lost credibility and meaning through overuse, its vulnerability to generalisation and platitude, and its philosophically conflicting nature with the functions of imprisonment.

The questions which were asked related to employment before detention, hopes for employment after release, course work which would contribute to a better qualified or different job, the associated reading and writing tasks involved and how the individuals felt that they would cope with these tasks. As well as this, many of the people interviewed spoke about the personal value which they attached to reading and writing within the prison context. Some of these impressions related to the immediate demands of their situation and others dealt with the sense of personal growth which they felt that they had achieved through their increasing awareness of the world, through literacy. In this way a personal and vocational picture of the contribution which reading and writing made to any individual's experiences in prison, is drawn.

"It's one thing solving a problem, but if you don't understand how you solved it then you've learnt nothing." (C8/p5)

BENDIGO PRISON

Within the group of 26 men interviewd in Bendigo Prison 13 were enrolled in courses organised through the Education Centre, three men intended to enrol in courses, one had started a course but had withdrawn, one had previously completed two courses and 8 had not made any use of the educational facilities available. The wide range of interest and educational studies represented by this sample of men at Bendigo provides an excellent cross section of attitudes about the contribution which reading and writing can make to vocational training and ideas of employment. Some men had found new directions for their interests and talents whilst others remained unsure about their work prospects when released.

Of those men who were either enrolled, or who intended to enrol, in courses offered through the Education Centre there was a wide spectrum of academic and trade oriented studies described by the inmates. One man was
involved in six courses B8/p18
which included Electronics, Diesel Mechanics, Automative
Electricity and Modern Motor Mechanics. B8/p1
A course in Pool Care was found by another inmate to be
the area in which he wanted to study, B13/p11
whilst another man took advantage of his time in prison
to complete his boiler attendant's certificate. B10/p4
Another man undertook a course in First Aid B25/p4
with the idea in mind that it would better equip him
to look after his sick girlfriend "If she's in pain
I can help her". B25/p4
Two men were participating in the Educational Leave
Programme, with one attending the TAFE college to study
pottery B5/p1
and the other studying Statistics and Computing at
Bendigo College of Advanced Education. B4
Another inmate was completing his Bachelor of Arts
Degree through Deakin university as an external student. B20/p1

6 of the inmates at Bendigo were directly involved with courses associated with different aspects of literacy. 3 had chosen to concentrate on writing. One man had wanted some specific help with his expression and said that his problem was that he had difficulty "....putting down what I'm thinking into words, instead of just making it sound mechanical..." B26/p2
Another was enrolled in a Creative Writing course by correspondence B9/p1
with the intention of improving his writing to the point where he could publish some of his work when released. B9/p2
A course in Media Studies provided another man with the structured opportunity to develop his writing skills. B23/p3 & 4
3 men were enrolled in a Basic English course which was designed to improve their basic literacy skills. Two of these men spoke English as a second language whilst the other was a self assessed non reader and writer. B14/p1

Three men said that they wanted to become involved in certain courses within the school as soon as it resumed its activities following the Christmas break. Two had limited but clear expectations about what Education could do for them. One wanted to improve his spelling and grammar B1/p4
and the other wanted to learn how to write. B2/p12
"I cannot write. I can print. I can write but it's very childish writing.....so this year I'm just going to go back and learn." B2/p12
The other man, who had only just come to Bendigo at the time of the interview wanted to start his Higher School Certificate. B3/p6 & 7

In all the cases mentioned above reading and writing were normal and accepted facets of the subjects which the men were studying. The amount of reading and writing demanded by the various courses was determined by the different requirements set down by the supervising authority, which was either the school or the Institution which designed the correspondence packages. Reading and writing were central to participation in any of the subjects offered, and the inability to read and write precluded enrolment in formal course work leading to a qualification.

When the men were asked to discuss the type of employment which they would like to have when released from prison, it was clear that in most cases, the areas in which they were studying would provide them with a different framework within which they could assess their employment prospects. For the man who was released on Educational Leave to attend the local TAFE College, his participation in a course of higher study in the field of pottery meant that he felt more confident to pursue this as a career when he was released. "I think I will just keep at me pottery for a while.....I think I'll be able to find employment in that field....I'll give it another two years and see how I go, and then if I've improved a bit, I think I'll have a go at that." B5/p6

The inmate who was enrolled in six different courses from Electronics to Diesel Mechanics said that he wanted a job as an auto electrician when he left prison. His idea was to complete the theory whilst in prison and "do some practical when I get out, so long as I have got the certificate to say that I've done the theory.....I could fix that up when I get out." B8/p2

Another man who was doing a boiler attendant's course by correspondence said that he had a job as a boiler attendant waiting for him. B10/p5

"So I've got to get the certificate. I've got a job whether I get a certificate or not.....but I want to prove to myself that I can do something without being a flop." B10/p5

The inmate who enrolled in a Pool Care Course B13/p11 described the course and his ideas about future employment in the following way: "It tells you all about swimming pools and the maintenance of them, how the filters and all that works....And when you're finished you get a certificate....And when I get out I might start up me own little business....going around fixing up swimming pools and that". B13/p14

The young man who studied First Aid to obtain more knowledge of how to cope with his girlfriend's illness had no idea about his job prospects. "See even now, I don't know what I'm going to do when I get out." B25/p9

His girlfriend had died under what he considered to be suspicious circumstances and "I lost everything. Because I found something that was once in a lifetime. Now to find that again is impossible and I've got nothing". B25/p10

The six men involved in courses specifically associated with literacy had very different aspirations and ideas about how they could use their skills when released. One young man was unsure about what he wanted to do and vacillated between further study to become a librarian B23/p13

and a job associated with exotic cars. B23/p15

For one man who spoke English as a second language his study of English grammar and expression was going to be an asset in the jewellery import and export business which he hoped to return to. B12/p11

Another inmate who spoke very little English hoped to be able to continue his university studies in Australia when his reading and writing skills improve sufficiently. B26/p8

However, he considered that the course which he had been channelled into by the Education Staff was inappropriate to both his needs and his abilities. B26/p3 & 4

The young man who had difficulty with his expression B6/p2
had a job waiting for him when he was released. "I've got a job lined up steel fixing up in New South Wales.. tying steel for foundations for bridges and things.... It makes all the difference having a job, cause then you've got a stepping stone. It's the first step to get over." B6/p 3 & 9

He said he felt competent enough to deal with the reading and writing tasks associated with this job. B6/p5

One man had discovered an interest in writing since being in prison and had enrolled in a Creative Writing course B9/p1

to improve his "....variety of presentation like sentence structure, because I find it very easy to start sentences in a predictable way which is boring after you've read a page or so". B9/p17

He had the incentive to prepare a book of poetry to a suitable standard and submit this to a publisher. B9/p12

He also wanted to continue his writing when released. B9/p19

He was realistic about his prospects and did not think to rely on writing to provide him with an income of any size. "I don't want to be saying to myself all the time: 'I'm going to be writing when I get out.' Because I might be let down. I might find that I'm hopeless." B9/p20

Another inmate, a self assessed non reader and writer, was enrolled in a Basic English course. Before he came to prison he had no job B14/p7

because "the last time I was in a job.....the manager told me my writing wasn't up to standard.....I didn't worry about doing it. Now I've been to jail I'll need a job to get out his time, so I better improve myself." B14/p7

His brother in law had arranged a job for him " ..making cellotape" B14/p8

provided that he could read and write to the appropriate standard. "They give you 4 or 5 pages of form to fill out. Fill out order forms and things like that." B15/p8

When asked if he felt that he could handle these tasks he said "I'm starting to feel confident enough now." B14/p9

The three men who wanted to enrol in Education courses recognised the contribution which education could make to their status when they left prison. One man, who spoke English as his second language and who wanted to improve his grammar and spelling thought that a higher standard of literacy would help him in his jewellery business, and leave him less vulnerable in situations where he had to negotiate insurance coverage, import regulations and custom entries. B1/p8

For the man who had problems with his handwriting an improvement in this would help when he left prison. He was going to take over a job which was waiting for him as factory manager of his uncle's lighting business. "That's the main reason I'm trying to learn how to write." B2/p15

The other young man who wanted to enrol in education wanted to complete his Higher School certificate which he had started two years earlier. B3/p5

He had found it too difficult to work and maintain his studies and recognised that his time in prison could be used effectively to gain this qualification. B3/p6

His ultimate aim was to do a Social Work Course. B3/p6

Recidivism and the dangers of making firm plans about employment was discussed by another man who was studying at Bendigo College of Advanced Education. The course which he was doing was related to his interest in computers and statistics but he was unsure how these related to employment prospects. "The whole point is I don't want to say what it is I'm going to do because once I get out I may not even want to do it...so I'm not making plans, I'm not even thinking on it... because I've got a few offers and I just don't know." B4/p11

He described the problems which people faced when they left prison, particularly people who could only read or write at a very basic level. "Probably one of the biggest causes of recidivism is the fact that most of them go out, there's no work for them when they get out, there's nowehre for them to go but the same company, they've got no friend and they' haven't changed their lifestyle in any way at all. So naturally they're going to come back. They go to the same pubs, hang around doing the same things, they do the same sort of jobs. You know if you can't read and write you can't even get a job driving a truck.....so even all those things are gone for people who can't read or write. They have got that disadvantage and naturally it's going to put them in the rut." B4/p15

"It's not a very good world to be in if you can't read or write." B4/p21

The remainder of the men interviewed at Bendigo Prison were not enrolled in any courses through the Education Centre. They were asked to talk about the type of job which they intended to go to when they left prison and about the reading and writing demands that would be placed on them in their different situations. One man had got half way through a course on Rigging but found that the lack of practical opportunities was so constraining that he decided to withdraw. "You have to be out there doing a job and the course is a correspondence course, and it's designed to be taken while you're doing the job." B15/p5

In spite of his disillusionment with the course he was going to join his father's rigging company in Broome when released from prison. B15/p10

He thought that the reading and writing tasks associated with his job would be minimal. "As far as reading - there's not much to do out there except drink and write." B15/p11

Another inmate also had a job arranged. "Well I have two jobs to walk out to. One's in the building trade and one's in a sheetmetal factory." B11/p2

He had discovered an interest in dimensional design whilst in prison and thought that he might try to sell some of his designs when he was released. B11/p3

However, he had a fear of release and the necessity of re-establishing contacts with people on the outside made him reluctant to try anything new. "I have a fear of going outside.....when I get released from here I've got to start all over again, and people don't really understand that." B11/p10

One man who had developed an interest in photography since being in prison B7/p4
thought that this might be a route to a new job. However, he was unsure of what he would do and he suggested that he might return to his former employment. "On the outside I was a store manager, so I don't really know. I've never really thought about it before. But I've done photography down in Pentridge, so I'm sort of interested in that too. So I really can't say now." B7/p4
Another inmate was similarly unclear about what type of job he would go to when he left prison. He had been unemployed prior to coming to prison and he was willing to take "Anything I can do. There's nothing much going at the moment though, if anything comes up I'd just grab it." B17/p4
Another man wanted to be a motor mechanic but admitted that "I can't. Because I didn't do enough schooling - too old for an apprenticeship or anything." B18/p6
He had been employed as a storeman for a while and handled the reading and writing tasks associated with his job competently. He thought that his job when leaving prison would probably be as a labourer. B18/p6
Another man who was a crane driver and rigger by trade said that his employment ambition was to return to his small dairy farm and finish building his house. B24/p10

One man described the type of job which had been held for him by his employer and the reading and writing tasks which were allied with his job. "I worked for a hire service. I was working as their representative at the time.....and I started my own file system on customers so if I called on them I would make a card for them....and kept a list of the equipment that they used, a list of equipment that they probably would want.....I did all that sort of thing....I wrote business letters." B16/p10

He felt more than competent to handle these tasks and had spent his time in prison teaching himself to type. B16/p6

Another inmate had used his time in prison to revise a navigation course which he had done a few years earlier. B19/p8

He had also completed a freelance journalism course by correspondence. B19/p16

He had a number of different jobs before coming to prison including a timber mill work and professional fishing. B19/p13 & 14

In the future he wanted to work "on that railway between Alice Springs and Darwin. It's one of those places where a lot of people don't want to go... I'm quite prepared to do it." B19/p15 & 16

For two men who had spent a long time in prison the prospect of employment posed no problems. They both regarded themselves as significantly flexible and resourceful enough to find employment wherever it was offered. "I don't think I'll have any trouble. I think it's up to yourself.....If you want to take any job, you can take it. But if you want to pick and choose you just won't make it." B21/p11

One man had been a cook, a machinist and a barman and thought that this experience would equip him well in the employment field. B21/p28

He did not regard the promise of employment as the determining factor in a successful life after prison. "On rehabilitation, I've often thought that they've got it all wrong....cause it starts with the bloke himself and finishes there. There's nothing else will change him but himself....." B21/p14

He also maintained that the lack of support which people received after prison contributed to the rate of return to prison. "It stops and ends at the front gate then it's up to you and no one cares for a lot of the blokes here." B21/p17 & 20

The other inmate who did not regard employment as a problem said "I always think you can get work anywhere. It doesn't matter where it is. If you're not worried, or you're not fussy about what you're going to do, and put your hand to anything you should survive." B22/p17

He maintained that this type of flexibility should somewhere be incorporated into a course on work related skills, which was long overdue for the younger members of the prison population. "A lot of these kids that come in straight out of school....They've been on the dole for 12 months, they've been in Malmsbury or some sort of place like that... they don't know what work is.....and this is certainly not training them..... this is teaching them to get out and get out and get back on the dole, enough for another cap of drugs or some bloody thing, or some grass or hash, or whatever it is that they want, or back on the bottle for a couple of weeks. Break a window, pinch a transistor and come back in again." B22/p20 & 21

He advocated that these young prisoners should be taught the basics of literacy and numeracy and then have their skills encouraged so that "....if he could walk out of here with $50 that is going to buy him $40 worth of gear that he can turn into $500, and if he's got the skill to do it, then he'll do it." B22/p22

His ideas on work release were also motivated by the idea that young people should be encouraged to learn the self discipline needed to maintain a job. "I think they should start a hell of a lot of work release things ...easing them back into society....where they can move from here into there, and a couple of months in there and they move back into society again....Without just opening the gates and saying: 'On your way'. And they walk out there, and some blokes haven't been out there for years." B22/p43

Of the 21 men at Bendigo who spoke of the contribution which reading and writing made to their sense of personal development and growth six mentioned the fact that reading allowed them a sense of independent learning. One man liked to learn about pottery and read avidly in this area. B5/p4
Another man enjoyed the freedom of imagination which reading permitted. "When you're reading you're learning as well as imagining." B6/p2
Reading also allowed this man to mentally and emotionally escape from the context of prison. "It's a sort of release from everything. You sort of get into a book and things around you just disappear." B6/p1
Another inmate read for his courses, B8/p3
whilst another man thought that the improvements which had taken place in his reading and writing abilities contributed significantly to his different opinion of himself. "I want to learn something. I want to improve myself". B14/p2
He said that his progress was good and that his wife had commented on his improvement. B14/p5
With a greater capacity to read and write he also had the prospect of a job ahead of him when he was released. B14/p8

One man had spent a lot of time reading psychology books in an effort to come to terms with his own personality. B11/p1
His sense of introspection had, lead him to long analytical sessions. "I'm very talkative now, we've just talked and I'll go back to my cell and I'll analyse it completely until I'm satisfied with it." B11/p16
The reflective time which reading allows was mentioned by another inmate as being a source of learning. "I think the best thing about reading is that you can stop any time, and you can think about what you're doing." B9/p6

3 men mentioned the fact that reading occupied their minds in prison B23/p1 B24/p2
and kept them mentally alert in a context which drains

individuality and encourages stagnation. Reading was also mentioned as being useful because it served to distort the time framework of prison and release the mind to be elsewhere. B6/p1
B3/p3
"I can just read a book - I seem to forget where I am for a while." B18/p1

Six men mentioned the value of writing in prison in personal terms. One man wrote constantly to his wife to keep the contact alive and chose poetry as the most expressive medium. B7 p1 & 2
For another man writing gave him the freedom to express himself and helped to "make the time fly". B10/p11
This idea was expressed by another inmate when he said "The thing why I like writing letters is because it's the only time I've got to myself in jail, to me and to the people I write to." B13/p8

The ability to sort out problems was mentioned by another man as one of the greatest benefits of writing. "The more I write to Kathy, I put all the things that I feel in my letters, and if I've got any doubts or I don't know, it all goes in and you've got rid of that. It's out you see." B21/p30
The sense of catharsis which writing engenders proved invaluable to another young inmate. "It's an achievement when you get something down that upsets you, or that you're feeling about, you put it down on paper, it's a good feeling". B6/p4

Four men mentioned that they felt the need to accomplish something whilst in prison. This 'something' for one inmate was the mastery of the video equipment which the school owned. "I want to be someone...... Walk out and say that I've accomplished something....I want to get out with a bit of knowledge." B2/p13
For this reason he had organised, with the help of the local television station and a few other interested inmates,an informal course on Video. Another prisoner said that he also felt he needed to achieve something

whilst in prison. B3/p6

He intended to enrol in Education and complete his Higher School Certificate. Another man had taken up a Creative Writing course so that he would have something positive to show for his time in prison. B9/p12

To prove that he was not "a flop" B10/p5
another inmate was doing a boiler attendant's course.
"I've been a flop all me life so it's about time I pulled me finger out". B10/p5

These four men expressed notions of progress and personal development which were contingent upon their ability to read and write. Reading and writing were the contributory tools which allowed them to pursue their own goals to their own satisfaction.

As an addendum to all the comments mentioned above, two men discussed the contribution which outside visitors could make to the development of men detained in prison. One cited the value which he recognised in the visits which the Drama Group made at Pentridge. The opportunity to talk freely with people from the outside meant "that there was a relaxed atmosphere and it's not jail" B20/p17

This point was extended by another man who said ".... that's the trouble with a lot of blokes in gaol, they can't communicate, they won't communicate". B22/p42

He thought that the solution to the problem could be found if the prisons were more open to outside contact so that the inmates had the opportunity to talk about topics other than prison. B22/p43

"It would be the most opening thing that you could get." B22/p41

FAIRLEA PRISON

The five women interviewed in Fairlea Women's Prison were involved in different courses and activities within and through the Education Centre, which required them to both read and write. These courses either allowed them greater flexibility in choice of employment or encouraged them to pursue their individual interests and explore their talents.

One woman had completed a psychology course from Deakin University "....which required me to read quite a lot, and this year I'm doing Computer programming" F1/p1
She was also actively involved in the Drama Group writing songs, poetry and short pieces for later production. F1/p1
Reading and writing provided this woman with a way of dealing with her time in prison. She said ".....keeping yourself busy is a way to keep you mind off the time aspect of being in prison.....I realised that within the first six months all I was doing was just living jail and I wasn't progressing mentally....which meant that I wasn't progressing within myself as a person either, and you have to keep that up no matter where you are " F1/p1 & 2
Her interest in the Education Centre's Apple Computer had lead to the establishment of a group of inmates interested in learning how to operate it. The idea behind the group was not to initially take any formal courses but to become gradually aware of the uses and functions of the computer. "We work as a group during the sessions and we have a tutor coming in". F1/p4
They had made enquiries about formal courses. "We were enquiring at the beginning to see if we could do some sort of programme that could possibly lead to a job situation, but there really isn't any computer programmer's course

that can do that at the moment....you can take up something like word processing, and you can get a certain amount...of units with each subject that you take up that could possibly contribute to a certificate or some sort of diploma. But whether that diploma can help you in a job apsect is really a bit undecided." F1/p4

Another woman was doing a course on short story writing and wanted to work on the production of a children's book. F2/p4

"I work on that every now and again. Sit down and get ideas and jot them down. I love it. I can express myself by pen and paper more so than any other way. F2/p4

An art course within the Education Centre offered another woman the opportunity to express herself in the way that she felt most comfortable. Pen and paper were replaced by brush and canvas. "You know, you have to keep certain things to yourself, you can't tell everybody how you're feeling. And you sort of express yourself too.....with art. What you feel." F5/p5

Typing and cookery courses, and the Drama group provided another woman with the chance to "...learn things, things you've never known outside....it's a great advantage for a job.....you really get into what you're doing. You pick your subjects.....so it's not picked for you which is good." F3/p14

For a woman who spoke English as her second language, the reading and writing tuition which she had received from the Education staff had made an appreciable difference to her life in prison and her prospects after leaving prison. "I used to read only in my language. I couldn't read much before....but I have started buying all magazines and now I go onto books." F4/p1

She had attended the school for an intensive 10 week programme F4/p2

and had just started reading "Short stories like from

Henry Lawson including Flinders Street.....Life stories and bushrangers." F4/p3
She had also just started an English correspondence course which "....kept me into writing all the time." F4/p7
She thought that the greatest advantage of her improved reading and writing skills lay in the fact that "....you are always learning, and that's a good thing for anybody....beside you are learning what you like, it is like not being in jail, you know, because...your mind is busy....like if you are reading a story....your mind is out of jail...." F4/p5

Three of the five women interviewed had reviewed their work aspirations during their time in prison. In each of the three cases the changes were attributable to the development of their reading and writing skills which had been encouraged by the members of the Education staff. The woman who had completed an intensive 10 week course in English had, prior to coming to prison, worked in a factory. "I had to work in a factory line because of the language when I came here." F4/p8
In South America she had been employed as a clerk and with her improved standard of English she thought that when she left Fairlea she would like to be "......a receptionist, probably working in an office, probably working with people....actually I would like a job where I could use my language too." F4/p9
For a woman who had previously worked on a farm her new interest in short story writing was going to provide her with an extra dimension to her working life. She said "I imagine myself being on the farm, working through the day and sitting back in front of the fire at night writing me stories. Crazy, but you never know......It's a possibility.....the book I want to do for kids....I'd like to have it published....I would like to do something well enough to have it published." F2/p7 & 8

Another woman who was involved in computer programming and in reading and writing assignments for the Drama Group wanted to do "...something with the

arts if I possibly can." F1/p10
However she was circumspect about the reality of her career prospects, and had modified her expectations to avoid disappointment. "I've been here for three years... and you find that you can have so many expectations of what you'd like to do.....Sometimes they go out there and you just can't achieve them straightaway....You've got to take what you can get....If I can get any type of job initially, I'll take it....and in the meantime if I can work in theatre groups or something like that on part time basis, then I'll do that too." F1/p10 & 11

Two woman had not changed their ideas about the type of employment they wanted when released. One had always worked on farms and enjoyed the lifestyle F3/p10
and wanted to try stud farming. F3/p11
The other woman was a qualified nursing sister F5/p24
but because of her addiction to heroin was not able to be ".....registered till I can prove that I can stay off drugs. Drug free for at least 4 years. So until I can prove to the Authorities or the Nursing Council that I have been off drugs for at least four years, I can't be registered as a nurse." F5/p25
She was unsure about her ability to stay away from heroin after release. She spoke about what had happened to her after her last sentence in prison. "I'd done 7 months here, 8 months. I was completely drug free. I went to group therapy. I did everything involved with drugs that I could get my hands on. I read about it, heroin, what it can do, everything anyone could possible do, or know about it. And I thought: 'Yes. I've got it together. I won't touch it ever'. And I meant it. I meant it when I left the prison. I would never let anyone put a needle in my arm again. I was only out about three or four weeks and I had a taste again. That taste, straight away I wanted another one, and the next day. And I kept telling myself: 'Well you're not addicted again, you know, you can leave it whenever you want to now'. It wasn't so. A couple of weeks

and I had the habit back. So I've ended up back in prison." F5/p28

For this woman prospective jobs came a poor second to remaining heroin free upon release.

Four of the women interviewed in Fairlea spoke about the ways in which reading and writing had contributed to their sense of personal development whilst in prison. One said that reading in particular allowed her to keep learning. "Beside you are learning what you like, it is like not being in jail...because your mind is busy." F4/p4

For another inmate writing provided her with a record of her past emotional history which she could refer to and think about at other times. She kept all her writing "And every so often I sit down and go over them again.....and I just laugh". F2/p5 & 6

She thought that the time she had spent in prison and her growing interest in writing had given her opportunities for self assessment which she would never have had on the outside. "I suppose it sounds silly, but being in here has done a lot of good, has done more good for me than anything ....It's given me time to sort myself out and get into things that I love.....I'm more aware of myself and others....As far as I'm concerned I'll go out a better person, and that pleases me." F2/p6 & 7

Another woman was pleased with her personal progress, and again this was associated with her growing involvement in reading and writing, particularly in the activities of the Drama Group. "I've been quite pleased with the way I've progressed here, because I've taken certain things up with me. On a creative aspect more than anything else, for the last two years." F1/p2

The existence of the Drama Group provied different outlets for the abilities of its contributors. F3/p5

It gave its members a "....release in the sense that you can re enact, and you can become, and you can do things that you could never normally have the opportunity to do. To feel and experience different emotions, which is a total release from what you feel and experience on a normal routine.....because everything is so tight here"F1/p8 The reading and writing activities of the drama group offered its participants the opportunity to ".....work yourself out really well." F1/p10

CASTLEMAINE PRISON

The 11 men interviewed in Castlemaine prison were
all participants in various activities offered through
the Education Centre and they were involved in reading and
writing tasks which were determined by the demands of the
particular courses which they were doing. Five were
enrolled in Correspondence courses administered through
the Education Centre. One man was studying French C1/p1
and another was enrolled in an Electronics course. C6/p1
Business Management and Law was the field which another
inmate chose to study in, C8/p3
whilst another man was completing his Bachelor of Arts
degree while in prison. C10/p1
He intended to major in psychology and sociology C10/p2
and regarded his time in prison as academically profitable.
"I think you've got an advantage here in that, there's
an option of absolute boredom in certain parts of jail,
and any alternative is exciting.....like education". C10/p16
Another man, who was completing his matriculation C3/p3 & 25
extended this distinction between boredom and intellectual
occupation through study. He also commented on
the frustrations which attended the gaining of new
knowledge and insights when he said: "Everyone likes to
be appreciated both intellectually and emotionally, and
in prison that emotional appreciation is denied you.....
You're ideas are so damned important because they're all
new in a lot of regards.....And you're trying to express
those ideas - those realisations - to people who
couldn't give a damn." C3/p27

Three men were informally enrolled in courses in
pottery and photography in the Education Centre. They
utilised the facilities of the Centre and accepted
informal direction from the staff. C5/p7,C7/p2 & C2/p1

The inmate who was interested in photography was also
enrolled in 5 courses run through the local TAFE
College. C2/p6

One of these three men commented on the value of involvement with Education when he said "Down here it's a more relaxed atmosphere. Anywhere else in the jail - Tense... Plus you're learning something. The only thing you learn up there is bloody how to steal cars and bump people off and break into banks. Down here you're learning how to read, write, spell, do trades....which is a lot better for when you get out." C5/p9

One man, who was about to be released did not mention which course he had done but was appreciative of the help which he had received from the staff during his time in prison. C9/p20
Another inmate had been enrolled in certain courses but "I lost my motivation this year....I just lost total interest" C11/p1
However he continued to come to the Education Centre to read the books and enjoy the newspaper. C11/p1
One man needed to complete a Maths course so that he could cope with the responsibilities of a job which had been arranged for him as a Sales Representative. C4/p9 & 10
For this reason he was accepting tuition from the Education Staff.

When asked about their previous jobs and their prospects for employment when released from prison four men mentioned that their options for employment had altered as a result of the study that they had completed in prison. One man who had spent time in a number of different jobs C4/p9
had the offer of employment as a Sales Representative when he left prison, C4/p9
on the provision that his Maths improved. He didn't think that reading and writing skills entered into the pre-requisites for holding down this job. He thought that he wouldn't have to read and write "too much... Everything's already basically done. It's just a matter of me being able to con you into buying it." C4/p9
"I just concentrated on the maths course which I needed

for the job anyway." C4/p10

Another man had developed an interest in Tropical Fish during his time in Pentridge and extended this interest at Castlemaine by finding out about available courses and independently reading in the area. "I've been trying to chase up books and I've written across to London to a marine biology course in tropical fish over there and I'm trying to do a course on it. They're very difficult to come by. There's a zoology course but it doesn't suit my needs....so what I've been doing is buying books on tropical fish....bone up on that." C6/p6

He hoped to start collecting tropical fish when he left prison and eventually set himself up in business. C6/p6

One inmate had a job as a motor mechanic before coming to prison C8/p3

and wanted to continue with this but at the managerial level when he was released. For this reason he was doing a course on Business Management and Law. C8/p3

He had handled the literacy tasks of the mechanics job with ease. "You have to write out reports, service reports, also order parts. It's basic....it's just the general field of doing bookwork". C8/p21

At a managerial level the tasks were more complicated: "I have to understand what people are talking about.... because when you're working for somebody all those areas pass you by.....the basic decision making you have to do....and that's got a very big bearing. It changes your whole attitude. Like you have to read a lot more. You have to write a lot more. And your whole attitude changes....Just with making decisions every day." C8/p22 & 23

Education was providing him with these skills and equipping him to develop his interests in a different form of employment.

Another man had been a foreman at an iron foundry before he came to prison. C9/p18

His employment ambition when released was to become a swimming instructor. He thought that he could cope with the reading and writing demands of this job." I've still got a few years to go but if I was to be a swimming instructor....you'd need paper work...No worries." C9/p19

Four men intended to return to the same employment
which they had prior to prison. One had been a detail
draughtsman. C2/p7
"Legally I was a trained detail draughtsman. Illegally
I was a bank robber". C2/p7
When asked about the literacy tasks involved in his job
he said: "Passing notes to the teller....and stock
reports and measurements." He had coped with these
tasks quite easily. C2/p8

Another inmate had been a pastry cook and
intended to return to this occupation. His illegal C5/p8
job had been as a person who "straightened out characters"
In both instances he commented that "Not a lot of
reading" C5/p8
was required. Since being in prison he had also
discovered an interest in, and a talent for, poetry
writing. He had an ambition to have some of these
published. For the young man who was completing his
Bachelor of Arts Degree studying was his occupation.
Prior to coming to prison he had been a full time student C10/p16
and had continued this regimen inside. He also felt
competent to deal with the range of reading and writing
tasks demanded by his course work. C10/p16

One inmate who was interested and engaged in
pottery and theatre work regarded his time in prison
as offering him the chance to reflect on his life and
his prospects after prison. "I feel I should get out
this time with a loan from the Aboriginal Loans
Commission and start my own pottery business then....I'm
40 years old. Got to start thinking about stopping it..
Being in gaol you think about it....using junk. So
I've got to stop it sometime." C7/p13
"I can see that there is a potential within me to write,
and I probably could do it if I could piss off and
start my own pottery......It has to be away from
Melbourne....I can do it. It would be still purging
myself. But I mean you can't purge yourself while
you're in these joints.....with a dozen other junkies...
desperados....You've certainly got to get away. Do it

yourself.....You've survived so far...maybe this is your last chance." C7/p14 & 15

Pottery and his writing, both supported and encouraged by the Education Staff were the only routes to a different life for this man.

Two inmates were unclear about what type of job, if any, they would go to when they left prison. For the man who studied French, his age meant that he would be eligible to receive a pension when released and he wanted to put "....my knowledge of French to some account." C1/p9

The other man summarised his job prospects when he said "Initially it will have to be a menial job till I get myself substantiated....just sustain myself... And I understand and appreciate that the job situation is pretty critical at the moment.....but there will be work." C11/p9

He had held down a variety of different jobs including a Purchasing Officer but had never had any difficulty with the reading and writing tasks associated with these. C11/p8

For some men in Castlemaine Prison reading and writing had made tangible and observable differences to their prospects when released from prison. For others the benefits of their reading and writing activities in the Education Centre were more nebulous but no less important. It is difficult to assess and quantify expressions such as "atmosphere" and "free of tensions" used by a number of the inmates, but they must be thought of as subjective expressions of the value of a literate environment in a prison context.

Reading and writing served a wide range of different personal purposes amongst the 11 men interviewed. In terms of personal development 7 men mentioned that reading gave them the opportunity to learn. For one man reading was his "...mental workout....I find the intellectual discipline of reading very valuable training....it's like going into a gymnasium or a boxer doing workouts....It's necessary." C1/p5

He also appreciated that whilst learning he could take
the opportunity to chew over the arguments presented.." C1/p6
Another man maintained that: "Reading exercises the
brain and books give you greater knowledge." C2/p2
He had spent a lot of time reading on the topics of
"...finance, real estate and electronics", C2/p3
because he had: "....a few plans going and I need to
know extra things." C2/p2 & 3

Two other men mentioned that they read to learn
and to extend their knowledge about things they were
already acquainted with. C4/p9
One man was interested in poetry C4/p2
and the other in pottery. C7/p2
The potter also mentioned that reading developed his
sense of understanding "....reading made me understand
a lot more about other people and lately, a lot more
about myself." C7/p6

Studying and the associated reading tasks were
regarded by the men, as being sources of personal
learning. One appreciated his time in pirson as
providing him with an "...ideal situation..for study,
learning.....I've done more study inside than what I
have outside." C8/p1
Reading also offered this man a peace of mind: "It
gives me peace of mind and I don't notice the time." C8/p5
The other man, who was completing his Bachelor of Arts
Degree similarly enjoyed reading and the associated
knowledge which he gained. C10/p5
For another inmate who was completing his Matriculation,
reading specifically and education generally, built
up his confidence in himself. C3/p9
He had found that reading offered him a different perspective on his time in prison C3/p4
and that learning was something to be highly valued.
"....when you come to the school, the atmosphere
changes and you are here where there is obviously
learning in a fundamental sense.....it gives you a
foundation for your own thinking." C3/p23
He regarded learning as the only tool whereby the dir-

ection of people's lives could be changed. "That's the most imperative thing, to be able to change your own direction, not only through the help that you receive through Education, but through your own initiatives." C3/p31

Writing was described by the inmates in different ways. For one man it was the opportunity to express his thoughts freely and without observation. C1/p8
Another man thought of writing as a source of relaxation. C5/p6
Contact through writing was stressed by another inmate as it's most important characteristic, C9/p2
whilst another man said that the stimulation to be gained through writing provided him with enjoyment. C10/p12
For one man who had a lot of difficulty expressing himself writing was the one medium through which he could say what he felt. C11/p6
For the student of Business Management and Law, writing was the final test of his knowledge. "It's one thing reading. But you have to put it down on paper. You can't just work one without the other. They have to coincide with each other. Your thoughts have to be put down on paper." C8/p17

WINLATON YOUTH TRAINING CENTRE

The 11 girls interviewed in Winlaton Youth Training Centre were all involved in reading and writing tasks determined by the educational requirements of the particular section in which they were placed. The two girls in the Remand Section attended school compulsorily and participated in the educational activities organised by the Staff. The 7 girls who were 'up top' (in Section) all attended school and were involved in the courses and electives which were offered there. In the Hostel Section, one of the two girls interviewed was a 'job hunter'. She had to scan newspapers for suitable jobs, attend interviews and complete job application forms. The other girl interviewed from this part of the institution had voluntarily returned to the school and went home each day. Reading and writing within these various contexts was not an option, but rather part of the daily routine of the Centre.

Each of the girls interviewed was asked to describe the educational activity which they were involved with, and to discuss what they would like to do when they left Winlaton. The two girls in Remand studied a core of English and Mathematics, with sex education, sewing and legal studies as mentioned additions to this core. W9/p11

One said that when she had finished at Winlaton she was going to return to school and then enter an apprenticeship in hairdressing. W6/p9

She thought that she would be able to cope with the reading and writing demands of the course, although she was unsure about the precise nature of these demands. She said that she would have to read ".....books and things about haridressing.....I mean it's...basically cutting hair and all that stuff, but then there is a lot of paper work if you've got your own shop, and sort of thing like that." W6/p10

The other girl was a self assessed poor reader who said that being a better reader was "....not going to make a great deal of difference in my life..Like I can get by without it...." W 9/p4 & 5

She thought that she might go back to school when she left Winlaton. W9/p3

Her other option was that "I might go home for a while and then if I could, I'd go up to Queensland, cause my cousin she used to live with us at home....and she's up in Queensland now. And when I was in Allambie she said: 'Come and live with me'. But I was on a 12 months supervision order so I couldn't go....so it might be nice to go and spend some time with her." W9/p8 & 9

As far as employment was concerned she had no specific ideas. "I've had a part time job, it was just in a milk bar. It doesn't really worry me, any work." W9/p10

The two girls interviewed in the hostel section used the facilities in quite different ways. One was a 'job hunter' whose release was contingent upon her finding a job and an acceptable place to live. W3/p5

She was not particular about the type of job that she wanted. W2/p13

although she thought that a job in a supermakret would suit her well. She had just returned from an interview at a Coles store and was hopeful about her prospects. She said that she thought she could cope with the reading and writing demands of such a job since she would only have to read "...the prices and maybe stock-taking and that. But mainly Maths I think". W3/p15

The other girl in the Hostel Section had chosen to return to the school there because she found both her teachers and her peers sympathetic to her problems. W10/p12

She intended to stay until the end of the term and then become a 'job hunter' under the supervision of the staff of the section. W10/p3

When asked about her job preferences she mentioned that she "....wanted to work with horses, but my social worker reckons it's a stupid idea. But Dad reckons it's a good idea cause he knows where he could get me a job, cause he used to drive trotters.....but my social worker doesn't agree with him, so I'm not sure now." W10/p6

She thought that "....there probably would be a bit of reading and writing, if the horse got sick or something you'd have to look up what was wrong with it and write out vets things and that". W10/p7

She thought that she would be able to deal with these tasks because: "....when I was living up in Wangaratta with my Mum, we were keeping my horse on a racing stud, and Mum couldn't afford the fee for agistment, so I worked there...so I got some experience then." W10/p8

Within the school section the girls interviewed were involved in a range ofsubjects. Some were completing normal school courses, one was engaged in a private project set up with the encouragement of the teaching staff W2/p1 & 2

and another was enrolled in a correspondence course. W5/p3

They had varying opinions on the value of the education which they were receiving (ref. Yellow) Only one girl spoke directly about the benefits of the course work she was doing when she said: "....they teach us how to do cooking when you're out on private board and that. And they teach you how to make things in sewing and how to live and all that." W1/p4

Six of the seven girls said that they would return to school when they left Winlaton. Four of these were unsure about what sort of employment they were aiming for. One said that she wanted "....to do something with motor mechanics or child care....or a shop assistant." W1/p7

She had participated in a work experience programme but this had not helped her to make up her mind about a prospective job.

She intended to go to TAFE W1/p9

where "there are a lot of different courses that I could do, but I don't know which one I would pick." W1/p11

She thought that she could cope with the reading and writing demands of any course she undertook because" "....most of it's apprentice type stuff. Like there's one for Maths and Computers, I might do that, but I don't know which one to pick just yet. Besides they reckoned it was good because TAFE paid $40 a week, and that can go for my board, cause they didn't know where I was going to get the money from." W1/p11

Another girl was unsure both about going back to school and about what type of job she eventually wanted. She had already worked in a chicken shop and a factory which she disliked intensely W2/p10

and wanted to be a mothercraft nurse but "I won't get it....it's just too hard." W2/p10

She had refined her needs about employment to a level where she could say that she wanted to do "....something with kids....or youth work." W2/p11

Another girl who was unsure about what she wanted to do when she left Winlaton was torn between trying to find her father and her desire to train to be a Cottage Parent. W8/p3

She was aware of the domestic practicalities involved in such a job and realised that she needed her HSC: "cause if I want to be a cottage parent I have to study to learn how to do it". W8/p5 & 12

She was also intent on finding her father and becoming the housewife in this context. "What I want to do is go to Adelaide. Dad has a house and he's going to sell the house maybe and get a flat. And what I can do is, I'm nearly 14, in 2 more months, it might even take 12 months to get,fight, to live with my dad......And I'll be 15 by then, and I might be able to live in the flat. I can cook and look after my little brother and I can make beds, I can clean up you know? To me I think I'm responsible. Like I can get a High School close enough to John's primary school and go and pick him up, and he can wait in the classroom until I'm back from school". W8/p21 & 22

Another girl who was returning to school upon release from Winlaton was also interested in employment associated with child care. W4/p8
She had very few ideas on the literacy demands of the training required. W4/p8
and relied upon the views of her peers who had participated **in the child care course run** by the Institution.
She wanted to do her HSC "....because if I change my mind about child care I'm going through Uni to be an architect." W4/p9

Two girls were quite definite about their employment prospects. One wanted to do a hairdressing course "7/p6
although she could not speculate about the reading and writing demands of such a course. W7/p7
The other girl wanted to train as a mothercraft nurse when she was 17. W11/p14
She was going to do this course through TAFE. W11/p14
She thought that she was competent to deal with the reading and writing tasks associated with the course.
"I'm just willing to do it...cause I love children." W11/p15

Another girl who was in Form 4 wanted to complete her school certificate whilst at Winlaton W5/p3
and then pursue her interest in art when she was released. W5/p3
At the time of the interview she was enrolled in a correspondence Art course which she would"like very much."W5/p3
She said: "I'm going to continue with the Art course if I pass the level from the office....I'm just going to ....do Form 5 and Form 6 if I get out, either at school or by Correspondence. I don't know which I'll do cause I want to get an Arts degree or something". W5/p11
She thought that her best employment prospects were

in Signwriting or Commercial art W5/p11
which she could study through TAFE. She accepted that
there was a lot of reading and writing associated with
her training but she felt competent to deal with
these demands. W5/p12

In terms of personal development which could be achieved through reading and writing, only 3 girls commented on this area specifically. One said that
she could gain more education through reading W3/p3
and another said: "I learn a few things from reading". W11/p1
Similarly reading was a source of independent learning
for another detainee who was interested in Child Care
and who read about it when she could. W8/p2
The remainder of the girls maintained that they read
to escape from boredom, to feel the identification
with the characters in a story to provide solace.

Writing offered the girls at Winlaton the opportunity to maintain contacts with their peers on the outside. It also provided a format for discussion of problems which may not otherwise have received
a hearing. W5/p6 & 7
Other girls regarded writing as a legitimate and
private release for their feelings. W2/p8 W5/p11

All the girls interviewed had private reasons for writing but none could articulate the contribution which writing made to their personal growth. Either they did not believe that it did, or they did not have the words to express this.

In trying to collate the answers to the questions What sort of job would you like when you leave here? What sort of training does it entail? and How do you think you will cope with the reading and writing demands of this job? it was made clear that the girls at Winlaton had a lot of difficulty coming to terms with ideas of training and employment, and the associated reading and writing skills would play in their lives after Winlaton. Their answers also showed that they had spent little time assessing their participation in the educational facilities at Winlaton, and they regarded themselves as dependent rather than independent learners.

The girls interviewed ranged in age from 13 to 16 years, and perhaps the questions asked were beyond their capacity to think about clearly. However some girls were quickly approaching the age where job training/school choices would become a reality for which they were ill prepared.

The questions asked, were, however, significantly and deliberately open and flexible, and allowed them the luxury of speculation and hypothesis. This format revealed how little they knew of what demands would be placed on them in either training or the job context.

Their answers to the questions mentioned above, questions dealing with their "futures", seemed to highlight their adolescent doubts. The girls were unsure about a lot of things. Their interviews are punctuated by "ifs" and "mights", as though expressing all the perceived contingencies could in some way banish them. The responses showed that their aspirations could swing from the very high to the very low, and that they were totally dependent on their circumstances. They could exercise little control over what happened to them. Their troubled lives of experience to the time of detention had taught them only to be passive recipients of what other people and authorities dished out to them. Their sense of initiative had been stunted.

Their interviews also show how introspective the girls were. Each girl told of her reasons for detention at Winlaton. They are detailed sad sagas which reflected their capacity to remember and synthesise those experiences which were the most painful. However, their sense of personal analysis extended only as far as their situation in the "here and now" and they could offer no comments on their future which matched their past for clarity. Having explained why they were there, perhaps the future was to be feared, especially if it meant repeating horrors of the past.

"If I change my mind about child care, I'm going through Uni to be an architect" W4/p9

MALMSBURY YOUTH TRAINING CENTRE

The 9 young men interviewed at Malmsbury Youth Training Centre were doing courses where reading and writing were either tools of the study or were the actual subjects being studied. Three detainees were preparing for their School Certificate Examination M1/p21, M6/p3 M8/p15

One young man, on previous detentions, in Malmsbury, had done his School Certificate, a car detailing course and a crane driver's course. M2 p2
On this occasion he had completed a forklift driver's certificate and was now involved in a study of Motor Maintenance. M2/p1 & 2
Another detainee was studying Interior Decorating by correspondence M4/p8
whilst another young man who had been studying Motor Mechanics was going to return to the Motor Workshop on the Monday following the interview. M9/p4

Four of the detainees interviewed were receiving specific help from the staff in areas of literacy where they thought they were weakest. One young man who was a self assessed poor reader described his aims in attending the classes when he said: "Not that I want to get a real high standard, just.....I reckon I could do a little better to get by in day to day situations." M3/p4
Another detainee had difficulty reading the newspaper and had come to education to do "....reading and spelling with the teacher....." M5.p1
The fact that he had taught himself to read and write meant that another detainee felt that his literacy skills were not appropriately high. He came to Education; "Cause I wanted to know a bit more about it....and learn how to spell and that and....have a bit more education... find a job easier....see what's going on in the world and that's about it..." M7/p3

Another poor reader who was also doing his Form Four certificate was receiving some informal help from one of the teachers when and if he thought that he needed it. M8/p2

Each of the young men interviewed was asked to speculate about the type of job they would like when they left Malmsbury. One young man said that he was going to return to "...thieving...." "It's me job". M1/p23
Two other detainees mentioned that they would be returning to the jobs which they held prior to coming to Malmsbury. One helped his Uncle run his car yard:
" ....like'cause I know what's going on with reading and writing and that, and my uncle doesn't understand you know, cause he's just another wog like me". M9/p10
He was employed to help with the accounts and the general running of the business. M9/p11
The other detainee who was assured of a job on release was employed as a contract cleaner. M 3/p7
He needed to learn to read and write to get his licence so that his employer could expand the business. "When I got my license I could drive one truck and the work would get done a lot quicker....Like I could do one area and he could do the other...." M3/p8

Three young men were quite clear about the types of jobs they would like to move into. The young man who was studying Interior Decorating wanted to set up his own Art Gallery or study to become an Art Teacher. M4/p14
Both of these options were realistic considering his level of education and his past experiences in interior design and craft work. M4/p13
Another young man who had been employed as a bootmaker before detention M5/p7
hoped that the work he was doing on improving his literacy skills would help him to secure a job in an abbatoir. M5/p7
"I found when I was out, I went for a couple of job interviews and I never got them 'cause you have to do writing, you know, spelling and that." M5/p6

"I just want to get out and get a job you know." M5/p8

For another young man who was unemployed before coming to Malmsbury, landscape gardening was the type of job that he wanted. He also hoped that the literacy tuition which he was receiving would help him when it came time to look for a job. M7/p3

Three young men were unclear about the type of employment they would like to go to when they left Malmsbury. One detainee who had a long list of previous jobs, simply wanted to: "Get a job and stick to it. It doesn't matter what sort of job". M2/p12

He had completed a number of courses within the Education Centre which included Car Detailing, a Crane Driver's course, a Fork Lift Driver's course and his Form Four Certificate. He thought that "With all the study I've done here I reckon I've got a good chance....cause I've got heaps behind me.....I'd like to get into the car trade, but I don't know if I can....but I'm going to try." M2/p12 & 13

Another young man with a similarly long catalogue of past jobs hoped that his Form IV certificate would broaden the scope of employment which he could move into. M6/p5

He had worked last at a biscuit factory where he had coped well with the reading and writing tasks required of him. M6/p10

His latest project was a Fork Life Driver's course and this offered him another employment option. M6/p12

For one young man who had not worked for two years prior to his detention in Malmsbury, employment was a source of constant worry. He recognised his personal need for a job: "Like I said I didn't have a job. I was always in trouble, doing burgs to get money and that.....So if I got a job I might settle down then.... a bit of education, so that might help me there." M8/ p14 & 15

He thought that he would like to ".....get a job spray painting or panel beating.....or a sales rep or something like that.....But I've got no qualifications to be a sales rep......almost anything I'll do." M8/p11

In terms of vocational training, reading and writing fulfilled different functions for each of the nine young men interviewed. Reading and writing were either the means to the end (some type of qualification) or were the ends in themselves for those detainees who had low literacy levels. In the same way the personal development fostered through reading and writing was different for each of the young men interviewed. Reading occupied the time of two detainees M4/p1 M6/p6
and gave them a sense of independence and individual learning. Reading "gives you a wider scope and you can pick your own topic, what you want to read about. Plus you can do it at your own time. At your own leisure." M4.p2
"I'm trying to get something out of it. I'm trying to get somewhere. When I get out....I might go back to school." M6/p14
Another young man mentioned that he wanted to "make something of himself." M7 'p4
He identified raising the standard of his reading and writing as being the way in which he could improve himself. M7/p3

Three other young men mentioned the fact that better reading and writing skills would make a difference to their ideas about themselves. "I was thinking I'm nearly 19 and I can't read. That's no good." M8/p4
"I think it will be satisfying that I'm not so worried if I had to write something that I wouldn't be worried about writing it out kind of thing. That I'd make a mistake or anything. So I'd probably do more writing." M3/p11
A similar kind of growing self confidence occassioned by higher literacy levels was mentioned by another detainee when he said: "I'd just like to be able to pick up a paper and read it. Or read a book when I can. And I just want to go for a job....and fill out the papers and that.....It'd just make life easier." M5/p10 & 11

Two detainees spoke of writing specifically. One wrote every day to his girlfriend and detailed, in diary fashion, all the events of the day. M9/p9
The importance of retaining and extending contacts with the outside was facilitated by writing. The other young man who wrote a lot particularly enjoyed the medium of poetry because it allowed greater freedom of expression than straight prose. Poetry was also able to be shared and poetry had a currency which invited outside participation in the very private thoughts and feelings of another individual. "With poetry you can give it to somebody and you can get feedback on what other people think of that, or just generally other people can get enjoyment out of it." M5/p9

CHAPTER IV

WHAT THE CUSTOMERS ASK FOR

The raw data for Chapter 4 are drawn from 34 responses to one question in a general questionnaire about literacy and education. Both these responses and the total list of questions are included in Appendix B.

34 teachers in prisons and detention centres were asked to assess and record the type and number of literacy related requests which their students made.* The questions around which they formulated their replies, were: "With reference to reading and writing, what kinds of things do students ask for? What do they say when you first have contact with them? Give some indication of the range and proportion of requests."

In 71% of cases students' initial requests for help were concerned with the mechanical skills of literacy. Handwriting, spelling and letter writing conventions appeared as the most frequently requested areas for assistance. "I would say that the majority of students seem to apologise because they don't spell everything perfectly. This would be the most common comment when they first come into school. The second most common apology would be, when going to read a student's work, and they say: 'Sorry it's a bit messy but I can't write neatly'."

The specific problems which the students had with their handwriting were concerned with either its neatness or its style. "A lot of trainees print, and want to change it to script - some stick with individual assistance but a lot find it too frustrating and tiring." "They want to learn to write. They actually mean the art of letter formation, not the skill of putting words into sentences." In the case of spelling the students recognised that they were poor spellers and wanted to be accurate spellers. "I want to learn to spell because I keep writing words wrong. I'm not good at spelling." They expected and asked for formal work cards and work sheets which allowed them to move through a set of graded spelling exercises. "I had expected a greater interest in survival skills, such as reading, filling in forms and applications. However, the trainees, have, almost without exception, requested a formal approach to English sessions."

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* This was one question amongst ten in a questionnaire relating to literacy and education. The full set of questions is in Appendix B and a review of the total responses will be the subject of a separate report.

Handwriting and spelling are two tools of the literate person. The students who asked for help in these two areas had convinced themselves that improvements in handwriting and spelling would contribute to their development as literate human beings. "I've never been asked to teach a student to improve his communication or expression skills. It seems that most think that by learning to spell and to write neatly, they will become 'educated' people." The concern with the mechanics of literacy was often supplanted by a less clear and more personal need for a different kind of help, but the expression of this need did not take place until more contact and trust had been built up between the teacher and the learner. "The majority of students want help with spelling - 65%-80%. But at a later date many reveal they really need help with self expression; being able to get thoughts down clearly on paper".

Letter writing was the other major area where students expressed the need for guidance and help. The letters may be personal or may be related to applying for a job. "Letters are very important as it is the only link back into society. For some, letters offer comfort or status in front of your peers." Requests for help with specific letter writing conventions and punctuation allowed the teachers the opportunity to encourage the students to become more involved in the Education Centres generally. "In many cases if they are placed in a position of having to write a letter or make a written application they will come and ask the teacher to do it for them. This is the time to try and get them involved in the programme as they have identified the need."

In Winlaton Education and Remand Centres, in Tally Ho Education Centre and in Turana a section of the teachers reported a different scale of requests from the other prisons and Detention Centres surveyed. In the Remand Section of Winlaton books and time for writing were the expressed priorities of the girls detained there, whilst at Tally Ho requests for help with literacy related problems were "negligible". In the Education Centre at Winlaton it was reported that "With few exceptions new wards don't request work in the area of reading and writing." Rather the girls asked for help predominantly associated with applying for jobs. The group orientation of the educational structure within the Centre also meant that issues most immediate and crucial to the lives of the girls dominated the 'life' of these groups. The subject matter covered included: "Institutional procedures and how they affect youth, how to air grievances logically and with evidence, the world of work and how it affects all youth, and all people."

Requests for help with reading was the next most common area for help required by the students. The format of requests was straightforward and clear. "I want to read better. Can you teach me?" Associated with reading improvements came the set of requests for reading material which suited the individual interests of the students. "Requests for magazines which interest them e.g. bike magazines, car magazines, van magazines. Current novels on film themes etc. Hobby titles, such as weight lifting, sport, vans etc." "Generally the first thing students ask for if they are going to read is 'an easy book with pictures'".

Some teachers reported that the primary request which students made was for help with the choice of a vocationally oriented course and help with the literacy skills which were necessary to complete that course. "I want to do a course so that I can get a job when I get out." This was particularly the case within the prisons surveyed where the array of courses and requests was huge. Students were involved in vocational studies ranging from Boiler Making to Bachelor of Arts Degrees. One teacher at Malmsbury Youth Training Centre reported that "The most fequent request I face is 'I want to get my Driver's Licence. What do I do'? This requires reading a written exam. 30 out of a possible 231 questions are asked. Learning these is a daunting task. Understanding and memorising - both necessary." Whilst the obtaining of a Driver's Licence is not necessarily vocationally oriented, it did represent the addition of a new and more flexible dimension into the lives of the detainees once they were released.

Two teachers mentioned that students sometimes requested help when they wanted to study in an area in which they were personally interested. "Some .... want to embark on a project of their own in which they research reference books". Sometimes this study involved informal guidance and at other times it meant that the teachers provided information on the formal courses which were available through the Correspondence system. These included a variety of subjects ranging from "....navigation, pilot's licence and hairdressing etc."

Othe specific literacy related requests included: school work compatible with the standard of education which the person had been involved with on the 'outside', help with play scripts for videos, word search puzzles, grammar exercises, comprehension exercises and word and sentence usage. With the exception of a few students who wanted to 'improve' themselves, it is clear that the requests which the students made of the teachers had been clearly formulated. The most common requests dealt only with the mechanics of literacy but nevertheless opened the lines of communication between teachers and learners. The extent to which the teachers built on this initial contact and guided their student towards a fuller appreciation of the world of literacy and its potential for personal development and growth depended on the sensitivities and experiences of the teachers themselves. "Most initiatives are motivated after intensive delivery....of what they may be interested in. There is little initiative from the students."

CHAPTER V

THE LITERACY NEEDS AND ABILITIES OF PRISONERS

- The Use of Literacy
- Reading, Writing & Incarceration
- Education & Incarceration
- Responding to the Needs

INTRODUCTION

> "Remebering ourselves was once a matter of being told who we were and what we had done. Perhaps for many of us the written word can never rival the oral tradition, whether pure in the epic or compounded in radio and television, for immediate appeal and impact. But the new oral tradition is still an infant, storing little more than present time in its memory. If we are not to be doomed to that fate most terrible for creatures of memory and imagination - continuous reinvention and endless repetition of the past - then literacy embodies our chief hope for ourselves." *

Literacy in its variety of forms has the capacity to help us see ourselves and others in ways that are not otherwise available. It can extend our options and choices. It can help us imagine ways of being different. Through reading we can see a variety of people in a variety of activities acting in a variety of ways. Everything we read reflects new images and new options that unconsciously feed our own sense of options and alternatives.

Writing functionally reveals to oneself in the first instance what it is that we think and feel. People in education appreciate more these days that people write and can be taught to write in order to explore their own ideas.

Either becoming literate, or more literate, or literate in different ways can increase options and alternatives to action. It can open new lines of interest. It can develop new skills. It can reveal new ways of thinking. It can be satisfying just in itself. For it's own sake. It can make you more competent and valuable to yourself and others. And it is the one instrument we can control as individuals. Our thoughts are our own. We have to live with them and we have to deal with them.

People tend to value themselves more if they can show to themselves and others their own control. From this control of self comes the ability to negotiate with the rest of the world. Negotiate rather than simply react.

Reading and writing offer ways of allowing this.

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* Daniel Fader, "The New Hooked on Books", Berkley Books, N.Y., 1976

THE USE OF LITERACY

When people scribble on the toilet wall, jot down notes for a speech, doodle, paint a picture or tattoo they are making messages. The messages they make vary according to their skills, their motivations, their knowledge, their experiences and their imagination. In making these messages they will draw upon a range of ideas, images and feelings old and new, as they expand and focus on their tasks. New messages will appear and grow and old ones disappear, as the writer or producer follows through on the enterprise of message making.

Each individual chooses the form of message making which suits him. Some messages are highly artistically creative. The instance of the letter writer who decides to fill the centre of the page with an extremely detailed pen and ink drawing is opting for the mixture of messages which utilises his skills and also allows him to work within a previously unfamiliar context - that of the letter. The individual who decides to take one idea or topic and research it and read about it and write about it is expanding on his knowledge. The individual who chooses one idea from a plethora of ideas and explores it and delves into it is focussing his message making skills of introspection and self exploration.

Making messages is essentially a human activity and if human beings are prevented from making messages publicly, demonstrably and openly then they will seek more private and specialised ways of saying their piece. Incarceration implies control and only allows those message making activities which are open to scrutiny and monitoring such as letter writing and painting, tangible and assessable and controllable activities. Underground newsletters, secret languages, graffiti, tattooing (on first the outside and then the inside of the body) are all symptoms and examples of the need to make messages in a hostile environment which must, by definition, positively discourage instances of individual non-controllable self expression.

It is well established in the business of learning that everyone develops what they know. We move from what we know to what we previously didn't know. Any activity which is expected to contribute to the learners' development must be based on an appreciation and acceptance of the learner's message making abilities and inclincation. It is of little value to give a person a copy of "Brothers Karamazov" when they are really passionately interested in motor bikes, or farming or macrame. The chance to grow and learn must begin with the resources which the student already has. The comfortable and familiar message making skills are the spring boards to new learning.

One of the big problems in helping students to become literate lies in convincing them that their message - their past experiences, present skills and capacities are the most significant point of departure for learning anything new. Many teachers and tutors in adult classes know the drama of the student realising that the skills that he already has can be used to further extend his thinking, learning, writing and reading. "You mean it has to make sense!" "They replied to my letter - they were interested in what I said". "These are just some of my words put together the way I see it - s'pose you'd call it poetry".

Education is about encouraging, helping and provoking people to learn through and from all experiences. When writing a letter that says "just anything" we, as teachers, should be looking for ways to help the student so that she says something. Something to which she can attach reality and feeling. To say something real. To do this she must take herself seriously. She must respect herself. And she must have the confidence and esteem as well as the skill to produce something real. Teachers need to be prepared and willing to engage and share their reality of their students' lives and more importantly need to be able to help and lead students to an appreciation and appraisal of their own fears, talents, joys and imaginings.

Incarceration redefines the totality of communication, of which literacy is one part. Being in touch with others, making messages, saying things, being in touch with oneself are all activities which are circumscribed by the walls of the institution with its own particular circumstances and difficulties. Writing letters and receiving letters is an important activity.

To use the letter profitably in prison is a personal challenge. It is the only controllable contact with the outside. It's the only way to project yourself into relationships that lie beyond the walls. They contain everything that is precious to a prisoner's humanity and must be seen as the essence of the literate enterprise. Letters are the basic literature of prison. People listen for the mail call and can spend up to a whole day or longer agonising over replies. If a prisoner cannot write and there is no one who will scribe for him this whole area of communication is closed to him. The inability to write has cut off the individual from one source of contact with people on the outside, and in his mind prison is regarded differently from those who write and receive letters on a regular basis.

The way the rest of the world defines us is more or less the way we define ourselves, and in a closed world (as in incarcerating situations) the definitions are limited and highlighted. Limited because nearly all aspects of day to day routine are regimented, fragmented and controlled by outside authority. You are told when to have breakfast, when to go to your work, when to have lunch and when to return to your cell for the night. The individual's definition of himself is highlighted because the focus of human energy and imagination is turned in towards the individual and his fellow travellers. He has been deprived of contact with the rest of the society for the duration of his sentence, and those who make the effort to contact the prisoner through visits, calls and letters become the representatives for the rest of society.

Our options in negotiating the world around us are limited (usually limited to wheeling and dealing, be it for things, favours or affections) because who we are is already defined. Our control is limited and our movements, actions and expressions are interpreted in the light of our predefined status or role.

That is what incarceration is all about. It's about reducing options and increasing external control measures. People who have displayed a lack of social control and who have not negotiated the world properly or acceptably are faced with reduced options.

Literate activity works in opposition to the deprivations of incarceration. Through reading and writing we generate the ability to gather information, function adequately, create messages, process ideas, take enjoyment, aid thinking and generally learn to control ideas and feelings whilst endeavouring to negotiate with a complex set of social relationships and institutions.

Whether people are writing a letter home, struggling through a novel, reading the notice board or creating poetry, they are negotiating; creating and reconstructing meaning.

These activities involve people coming to terms with information, feelings, and ideas and through these activities, developing some degree of control of their own learning. Using this context for thinking about literacy then means that spending the morning talking with a student about a letter he is writing is as worthwhile an activity as helping a student with HSC English. Both students have needs, both are coming to terms with the demands of being literate in prison, and both can be helped to develop their individual capacities to handle these demands. Their basic need is to have recognised their ability to create meaning.

Writing requires an "audience" worthy of the effort. Sometimes the audience is simply the writer herself or the writing itself. The writing is done to clarify the writer's own feeling and thoughts and sometimes the writing itself is its own end. Most writers write "for themselves" in the first instance and if a further external audience is required look around for such. Other writers "write for a market" and of course the psychological stance required of and for this kind of activity is different.

The situation remains however that writing seeks a response worthy of its effort.

In a schooling situation this means that if the teacher is not up to responding sympathetically and critically to the work of a student-writer at the same time encouraging her to become her own critic - then the teacher should do everything to put the writing and the writer in touch with an audience worthy of the effort. This would involve educating the student-writer to critique her own work or setting up groups to react in questioning but sympathetic spirit, or finding or promoting the search for external audiences.

In incarcerating institutions this means passing work from hand to hand, submitting pieces to the institution newletter or magazine or writing what you have to write in letters. Apart from these activities, the writings of prisoners need an audience outside their limiting world. Publishing in the fullest and most formal sense.

Literacy (reading and writing) has to be understood in both functional and environmental terms. This includes what people say and what they hear. In terms of what these acts can, and do do, reading a book is not just decoding words and deriving meaning. It is sitting quietly, alone, protected from an unresponsive environment. Writing a letter is not just saying something to someone. It is asserting your personal existence. Tattooing is making marks on yourself that you are not allowed to make elsewhere. Drawing a picture in the centre of a letter page is one way of starting. Starting to make messages in your own way.

An environment, that precludes people from making messages in their own way is alienating people from their own ability to learn and develop.

It is a fact that all people are learning something all the time. Learning to hate and learning to demean oneself are two of the more easily learned lessons.

The student who sits dejectedly, constantly flicking through a book is desperately looking for an "overall picture", and not help with specific words and letters, or an accusation of laziness. He needs a careful re-introduction to what the business of 'stories' is or can be all about.

Literacy is setting up a text world in which the constraints of the "real" world can be more clearly tolerated, presented, critiqued and dealt with.

If you let people produce a message with whatever devices they have available and then build on that in a negotiable way, then this is the most powerful medium for the generation of literacy. This is what literacy is.

READING, WRITING & INCARCERATION

Literacy can be defined generally as the ability to read and write, or it can be defined in terms of the contexts in which literate activities are observable. This study set out to investigage the special characteristics of reading and writing in the incarcerating context by asking people who were imprisoned or detained about their uses, perceptions and ideas of literacy. The people interviewed chose to speak about both their general and their specific interpretations of literacy.

The interviews provide a broad picture of the general and specific literacy capabilities and shortcomings of people who are incarcerated. They also reflect ideas about the type of literacy demands that are placed on people both inside and outside the confines of the various institutions. The study therefore provides a selection of cameos on the different roles which reading and writing fulfils for different people; the relative importance or non importance of various literate activities; and the potential for growth, both personal and vocational, which being literate facilitates within the incarcerating context.

It is often assumed that reading and writing, as a totality, represent the concept of 'literacy' and that they are intrinsically and necessarily linked. That to be truly literate, a person must have achieved equal prowess in both areas. In the incarcerating context, this is not the case. Reading and writing are, in many cases regarded as alternate forms of the one language process, with people choosing to use one medium to the exclusion of the other. Or at least finding one medium more comfortable than another for expressing themselves. Many people interviewed also made the clear distinction between the literacy demands imposed on them by formal course work which they were doing, and the form of literacy which they preferred when the constraints of study were removed.

When the definition of literacy is expanded and focused more on the idea of self expression and less on the mechanics it is clear that different levels of literate activity exist within the incarcerating institutions. The common assumption that people in prison are poorly educated and poor readers and writers, does not recognise the existence of alternate literate activities. This view also does not recognise the existence of the 'super-literate' person in prison. The person who uses every medium available to express himself and communicate with others.

Within the general area of letter writing, for example, the range of literate activites people choose is very wide. Some people choose to write poetry, produce long diary accounts of each day, discuss issues and events which had nothing to do with imprisonment or detention, draw pictures with a few peripheral words, or design tattoo patterns with only an attached signature. With reference to reading, some people can consume a novel per night, others simply enjoy flicking through magazines. While others browse through the libraries looking for something of interest.

The one common literate thread which links togehter these different examples is the need for self expression in whatever form the individual feels comfortable and competent. The relative mixture of, and balance between, these levels alters frequently with people moving from one area to another, taking up new studies or developing new competencies and skills which allows them to explore new ways for expression. Each person has specific literacy needs and talents and they enter the literacy continuum at the level of their competence. The challenge for Education lies in the recognition that producing a tattoo design is as legitimate a form of letter writing as the creation of a 10 page epistle. And that it represents the starting point for the development of different aspects of the literate individual.

The array of literate activities is paralleled by an equally diverse range of reasons for engaging in such activities. The study reveals both a vocational and personal picture of the contribution which reading and writing makes to an individual's experiences in prison. Reading and writing tasks associated with compulsory education (as is the case at Winlaton Youth Training Centre,)and particular course work, is regarded quite differently from private literate activities. The "public acts" of reading and writing are regarded as necessary for the completion of the courses and are approached formally. There is no option. If the courses are to be completed then the reading and writing requirements have to be met. When they are able to exercise choice, the reasons which individuals gave for reading and writing were quite different.

Reading and writing fulfils a range of personal and private functions within the incarcerating context. For some, reading provides solace. For others it is a relief from the boredom of the prison routine. The fact that reading enables the individual to intellectually and emotionally 'be somewhere else' is recognised by others as a relief from the tensions of the institution. Reading suggests that privacy is not to be interrupted, and frees the individual's imagination. Reading permits a type of independence which is antithetical to the physical restrictions of detention or imprisonment, and fills in the spaces created by a stark and hostile environment.

Writing is a record of events and feelings which can be recollected. Writing ensures that contact with those on the 'outside's is maintained and developed, and that the individual's network of relationships is in some way held intact. Other people write because it offers them time for reflection and discussion. Others regard the legitimate and private release of feelings as an achievement and write with this intention in mind.

Television, radio, reading and writing, are the only forms of mediated contact with the 'outside' which are available to those who are incarcerated. Reading and writing are the only forms of contact which allows the individual any possibility of exercising a controlled interpretation of what happens 'outside'. They are the most active opportunities for the individual to negotiate, communicate, assess, record and interpret outside events both public and private. What they read and write determines their perceptions and reactions, both immediately and when released. The stark example of the young illiterate prisoner's misinterpretation of his friend's letters illustrated how difficult everything could be when he was forced to rely on written words that he did not understand. He was receiving letters subtly ending their friendship. He was replying with thanks and plans for his release.

Each person interviewed felt the need to be a competent reader and writer within the terms they had set for themselves. These terms were determined by a huge array of factors. The myth that there are common acceptable base levels of reading and writing has been disproved by the opinions, attitudes and expressed needs of the people interviewed. The distinction between purely 'functional literacy', the ability to deal with day to day literacy tasks, and the more expressive and creative forms of literacy has no relevance in the incarcerating context. It is ultimately 'functional' to remain sane. And literacy is the most available and controllable medium through which this can happen. Literacy preserves the integrity of individuals, offers them the chance to learn and change, and provides them with a private and reflective opportunity to explore choices and options.

EDUCATION AND INCARCERATION

Education in incarcerating institutions has differently defined functions. In Youth Training Centres, education is generally accepted as an integral and focal point of the institution. The educational brief is clear, and the structure allows this brief to be fulfilled. If the detainees are under the school leaving age, then school attendance is compulsory. At Winlaton Youth Training Centre, the three security sections are accompanied by three parallel sets of educational facilities, specifically catering for the needs of the girls in the respective section. At Malmsbury Youth Training Centre, education and vocational training are high priorities and a lot of effort is directed towards engaging the detainees in courses which suit their needs. Within the context of the Youth Training Centres, discussion about educational issues has an obvious purpose, whereas in the prison environment such considerations hardly seem relevant.

In the prison context no clear educational brief seems to exist either amongst the prisoners or the staff. Education seems to be almost resentfully tacked onto the end of a punitive system. Education represents different things to different people.

It is not clear if education is being offered as therapy, treatment, as a general learning activity, baby sitting or as somewhere to go when it is raining and the gardening staff have to be accommodated. The only clearly stated function of education is to aid in the smooth running of the prison.

The different interpretations of the functions of education in the incarcerating contexts surveyed is supported by the responses of the people interviewed in the different institutions. The comments, suggestions, criticisms and applause are varied. The importance of education in general, and literacy education specifically, is recognised and discussed. The role of teaching in these institutions gradually emerges as a tangible issue.

Meeting the basic literacy needs of the clients requires the teachers to be more observable and more approachable.

In some cases this is very difficult because of the size of the institutions and the relative isolation of the Education Centre from the rest of the prison. However, it was often repeated that if the teachers remain observably non-custodial members of the institution and work towards building trust between teacher and learner, then education can become a more effective force within the incarcerating context. Education is to be seen as a human alternative to the range of custodial regulations which dominate the lives of those detained or imprisoned. Education has to choose to support the custodial characteristics and attempt to mediate these in whatever way they chose, or alternatively they have to maintain an observably separate stance. In prison, particularly, the issue of whose side your on dominates all daily interactions. It is doubtful that any person or group can remain neutral for long.

Teaching in the incarcerating context also implies that the teacher's role as a resource person is accentuated. Education alone has access to books, magazines, films and videos, and providing these things for the use of inmates is a primary responsibility. As well as providing information, education has a responsibility to provide those 'inside' with as much contact with 'outside' people as possible. The ability to do this depends on the resourcefulness of the education staff and the compliance, or otherwise, of the administrative staff. In some cases, these notions are in direct competition with the precepts of security.

Education, if it is ever going to reach the bulk of illiterate or semi-literate members of the population, has a duty not to impose snobbish notions of education. The fact that the Education Centres run courses from boiler making to Bachelor of Arts Degree is regarded as successful. But if these courses operate to the exclusion of those most in need of tuition, then it is failing badly. In keeping with a non-elitist notion of education, tactile as well as purely intellectual options within education are needed to encourage the reluctant prisoners or detainees to become interested in learning.

The teacher in the incarcerating context has to be flexible and prepared to change at a moment's notice. Those who rely on curriculum guidelines, classrooms and timetables are destined to founder. Original requests for help are not always what the student really needs or wants. People come and go for long or short periods of time. Requests for courses are sometimes unrealistic. And each student has specific and varied requirements. Given all these situations, the teacher has to remain calm and responsive. Education by definition has to be different from the running of the rest of the institution.

Education has a place within Prisons and Youth Training Centres as long as it understands the nature and limits of its contribution. Education cannot outweigh the negative effects of detention but it can regard its students as recipients of education rather than as subjects of punishment or protection. Literacy education offers the best opportunity for making this distinction. Literacy is about what people say, what they want to say, what they can say, and making use of what other people say. These are essentially human activities and everything that is done in the sphere of teaching must in some way be geared to these ideas. Teaching is about being more human. Education is the only construct within the context of incarceration which permits and encourages the individual to exercise choice.

RESPONDING TO THE NEEDS

It has been assumed by many people, including warders, members of the outside community and prisoners themselves, that prisoners are less literate than the rest of the population. There are people in prison who cannot read or write and it is for these people that the education brief is to offer basic literacy instruction. But whether this justifies the assumption that either all prisoners are less learned and less articulate than the rest of the community or alternatively that there are more non-readers and non-writers in prison than out, warrants some examination.

In a voluntary testing programme in May 1983 a cloze type reading comprehension test (Gapadol)* was filled in by 94% of the population of Bendigo prison i.e. 76 people out of a possible 81 at the time. Five chose, for a range of personal reasons the free option not to do the test.

The test is a standardized adult test and gives reading comprehension age scores of between 7 years 5 months and 16 years 11 months. There are two parallel forms of the test (Form Y and Form G) and these were used equally.

Of the total sample, which is nearly the total population of a prison holding a wide range of prisoner types, 18 scored off the top of the scale; 24 scored 16 years or better; 28 scored 15 years or better; and 42 scored 12 years or better; 29 scored between 8 years and below 12 years.

There were 5 who scored NIL and 3 of these were literate in their own language, but not in English.

16	or	better	24
15	"	"	28
14	"	"	36
13	"	"	42
12	"	"	44
11	"	"	54
10	"	"	58
9	"	"	68
8	"	"	71
0	"	"	76

---

* GAPADOL Reading Comprehension, by J.McLeod and J.Anderson Heinemann, Sth Yarra, Vic. 1974.

Although the test gives no indication of functioning and the real demands of dealing with the literate environment it does indicate a basic ability or existing inability to deal with reconstructing meaning from print.

The results indicate several things -

1. The scores for the sample as a whole are depressed when compared with, for example, scores on the same test of a whole group of Year 10 (16 years old) students towards the end of their school year in a N.S.W. high school. (This does not include those who left school at the first opportunity on turning 15 years of age). A comparison table is set out below.

GAPADOL	Reading Age	16years	15 years	13years	12years	11years
NSW High School (n=150; Sample 99%	+	56%	70%	85%	93%	97%
	-	44%	30%	15%	7%	3%
Bendigo Prison (n=76; Sample 93%	+	32%	37%	55%	58%	72%
		68%	63%	45%	42%	28%

2. Given that a reading age of eleven and upwards can equip a person to read the majority of newspapers 54% of the 76 had this ability. Whether they have the critical inclination to do so is another and important consideration.

3. Given a focus on individuals, rather than populations, there is a high proportion of highly competent readers.

4. The average reading age of those who were enrolled (in anything) in the Education Centre was at the time of testing 11 years and 11 months compared to those not enrolled scoring an average 12 years and 9 months. The education centre had clients from both the top and the bottom of the reading scale catering to a slightly higher proportion at the lower end but leaving uncontacted many potential poor performance clients. It should be noted that the patronage of the Education Centre can be an ever moving population - as indeed the populations of prisons are.

5. If we accept that a low acceptable reading age is around that age when school children, having adequately finished their schooling and join the adult working world at around 15, then more than half the prison sample fell below this.

6. If we use as a guage the actual requirements and levels necessary to successfully pursue and complete TAFE courses then this profile of failure/success is reinforced. Over the past five years tutors and administrators charged with the responsiblity of testing, administering and organizing literacy help for incoming students of a NSW TAFE college have found that a reading age of 12 or above, as indicated by a score on the GAPADOL, is sufficient to deal with most courses. The exceptions are Secretarial Studies and Child Care which necessitate a reading age of around 13 years 6 months. Also Electrical Trades require a score of above 12 but below 13. Students who fall below these thresholds in the various areas of study are given help through the College's Literacy classes and most then proceed to complete their desired course. The validity of these thresholds is confirmed by increasingly successful experience at placing and remediating students. The reading age levels referred to above allow students to operate at an independent level of reading and study in the designated courses.

Given this perspective the prison results suggest that about 60% could satisfactorily perform at a level required by most TAFE courses, or better, but that 40% would require special consideration and help to reach that standard.

GAPADOL SCORES FOR BENDIGO PRISON INMATES, MAY 1983

FORM Y

Score	Yrs/Mth	%Yrs
0	0	0
5	8.1	8.08
7	8.4	8.33
11	8.11	8.91
12	9.1	9.08
14	9.5	9.41
21	10.6	10.5
24	10.11	10.91
31	11.11	11.91
32	12.1	12.08
35	12.6	12.5
40	13.3	13.25
41	13.5	13.41
41	13.5	13.41
43	13.10	13.83
44	14.3	14.25
44	14.3	14.25
44	14.3	14.25
44	14.3	14.25
44	14.3	14.25
45	14.8	14.66
45	14.8	14.66
45	14.8	14.66
46	15.1	15.08
48	15.11	15.91
49	16.3	16.25
50	16.10	16.83
50	16.10	16.83
53	16.10	16.83
56	16.10	16.83
59	16.10	16.83
62	16.10	16.83
64	16.10	16.83
65	16.10	16.83
67	16.10	16.83
68	16.10	16.83
72	16.10	16.83

FORM G

Score	Yr/Mth	%Yrs
0	0	0
0	0	0
0	0	0
0	0	0
15	9	9
15	9	9
16	9.2	9.16
17	9.3	9.25
18	9.5	9.41
19	9.7	9.58
20	9.8	9.66
21	9.10	9.83
26	10.6	10.5
27	10.8	10.66
30	11.1	11.08
30	11.1	11.08
30	11.1	11.08
30	11.1	11.08
31	11.2	11.16
32	11.3	11.25
34	11.7	11.58
35	11.9	11.75
36	11.11	11.91
39	13.2	13.16
40	13.7	13.58
45	15.3	15.25
45	15.3	15.25
50	16.4	16.33
51	16.7	16.58
51	16.7	16.58
52	16.8	16.66
52	16.8	16.66
56	16.11	16.91
58	16.11	16.91
58	16.11	16.91
64	16.11	16.91
64	16.11	16.91
65	16.11	16.91
67	16.11	16.91

The results of the Gapadol test indicate that there is a need for basic literacy instruction. There needs to be a provision for specifically adult literacy classes in order to recognise, as on the outside, that the ability to read and write is a right and not a privilege. Other educational needs also exist within the incarcerating context, and it is the responsibility of the teachers to acknowledge and respond to these needs.

Firstly the teachers have to recognise that everyone has both the need and the ability to make and receive messages in a tremendous variety of ways, and the situation of incarceration makes the receiving and sending of messages an issue of critical contact with those outside. The legitimacy of the message format has to be recognised before any potential for literate growth can occur. Detainees and prisoners need to be valued as individual learners and requests for help are the initial points of contact which must not be missed,overlooked or devalued. There is also a need to recognise that requests on some occasions are inappropriate; either too specific or too generalised. The role of the teacher as an accepting guide for the learner is therefore of great importance.

On some occasions the needs as perceived by teachers and many students are overly mechanical. Students asked for mechanical literacy tasks and concentrate unduly on the tools of literacy, losing sight of its other dimensions. Slow reading pace, poor handwriting and spelling are requests which are easy to express and do not overly commit the individual to a personalised learning situation. If the world of literacy is going to be opened up to these people teachers need to be sensitive to a higher order of literate activities into which their students can be guided. As educational practice moves slowly away from its mechanical and didactic precepts, towards a more wholesome approach to learning and the learner, it becomes obvious that teaching is about rediscovering the precepts of learning. Rediscovering constructs of wisdom.

The literacy educator should have as his aim the creation of an independent learning style. Literacy education should put people in touch with literature beyond their immediate experience and situation as well as catering to their more immediate needs.

Given some of the requests, and the nature and attendant difficulties of teaching in the incarcerating context, it is easy for teachers to slot students into mechanical and bureaucratic modes of study. The example of being able to attach a student to a computer which would diagnose problem areas and then remediate these with a set of exercises does not seem consistent with a useful philosophy of education. It is however consistent with notions of imprisonment and behavioural treatment. Similarly, plugging students into inappropriately vetted correspondence courses from which they frequently withdraw is an inadequate response to the needs of the learner. A more personal and truly diagnostic response is called for and ultimately will be more appreciated. After being disillusioned by the inadequacies of some correspondence materials prisoners and detainees rarely return to the Education Centres to try again.

There is also a need for Education to provide a time and a place where the solitude of literate activities can be appreciated. Quiet study areas, free library access and the time to browse. In some Centres this is frowned upon and regarded as an interruption to the routine of the Centre. There is also a need for detainees and prisoners to be encouraged to work together in groups so that the tools of literacy which they have acquired can be developed in a context of sharing and negotiating. An audience for writing and publishing beyond the closed confines of the detention structure is also needed to legitimatise the activities and efforts of those who want to extend their communication.

Within the prison context there is a need for a reclassification or redefinition of the role of education. Education requires a higher status in the minds of all those associated with prison administration. Education has a contribution to make to all, not just some, of the inmates. The overall recommendation is that positive learning contexts have to be established in order for positive learning to take place. Part of this psychological context is the relationship established between teacher and student. Administrators, and policy makers in turn have to support education and learning as a positive enterprise rather than as a socially acceptable means of keeping the clients quiet and busy.

With reference to literacy education there is a need for a more global and wholistic understanding of the human learner and his ability to make messages in a variety of ways for a variety of purposes. To conceptualise 'literacy' in terms of words and their deciphering will always be ineffective and unsatisfying. The basis of learning is the engagement between learner and material, sensitively aided by the teacher who understands that engagement. The relationship between teacher and student must be clearly committed to increasing the student's control over the material to justify calling that activity Education.

There is also a need for education to make itself more attractive and to disseminate information about educational activities more broadly. Cooking classes, film showings and open days are opportunitites for inmates and detainees to make contact with Education in a pleasant and non committing way. In this way the range of facilities and services which Education can offer are demonstrated. These 'easing in' activities, where the individual does not have to sit at a desk and does not have to complete formal work are of immense value.

Many people recognised and stated their literacy problems and assumed total responsibility for overcoming these problems. This suggested that Education needs to respond individually and appropriately rather than concentrating its efforts on devising a total curriculum for functional literacy. It is axiomatic to the process of learning that learners can develop only as a function of what they already know. Teaching is about challenging, structuring or building on that knowing. The first step in effective teaching is appreciating what the learner knows. Self assessment is of primary importance because in a system that depends on self referral, self assessment is the necessary point of departure from the track of 'living with the problem'.

The teacher who responds to a student's request for 'help with my reading and writing' by immediately enrolling him in a correspondence course, rather than sitting down with him in an effort to establish a learning partnership, is displaying a lack of confidence in his own ability and a lack of respect for his student's needs.

The most important need which Education must fulfil in the incarcerating context is the need to strengthen its stance. Education must offer a real option to the operation of the institution. It must deal with its students sensitively and individually. It must offer the chance to prepare students for the world of work. It must fulfil its brief to extend the literacy capacities of those in its care. And it must attempt to encourage everyone to participate in educational activities at their own level of competence. Growth is a process of realising what makes yourself the way you are, and coming to terms with this realisation. Reading and writing are the media which make these facts obvious. Those from whom all responsibility for their environment and actions have been taken cannot be taught to regain control of their own lives and actions by the imposition of outside discipline and work oriented programmes. Removal of individual liberty and personal responsibility is hardly the formula for the development of socially well adjusted human beings. Liberation can only be found in the minds of those who are imprisoned or detained. Learning is the only activity which is not subject to scrutiny and control since it takes place within the mind of each individual learner. The responsibility of education is to make these facts observable, and guide its students to expressions of individual initiative about how things are for them. And how things could be different for them.

LITERACY AND LEARNING
- THE HUMAN FACTOR

A report to the Criminology Research Council of the Australian Institute of Criminology on the literacy needs and abilities of prison inmates.

APPENDICES

U.S. DEPARTMENT OF EDUCATION
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April 1984.

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APPENDIX A

i The Questions
ii The Respondents
iii The Transcripts
iv The Data

i The Questions

The questions asked and used as the basis for discussion were aimed to elicit information about attitudes to reading and writing. The topics covered ranged from the uses of literacy generally, in the prison context and in the workplace, to reflecting assertations and judgements about how literacy can be promoted both formally and informally.

Primarily what was being sought was illustrative material pertaining to -

1. The prisoners appraisals of their own reading and writing abilities, and the value they recognize in such activities.
2. Their opinions and suggestions on the ways in which reading and writing may be more effectively taught within the prison context OR what in the prison context promoted or prevented the occurrence of effective, positive learning.
3. The role, if any, that reading and writing may play in individual cases of rehabilitation.

The responses provide information about the opinions, assumptions and aspirations which a variety of people bring to the process of learning, reading and writing.

READING

READING

1. Do you read much in prison?
2. What sorts of things do you read?
3. Do you read silently or orally?
4. Do you think reading is an activity to be enjoyed? Why?
5. Do you think that you read well?
6. Can you remember how you learnt to read?
7. What was the last book you read?
8. What was it about?
9. Do you know anyone who is a good reader?
10. What makes him/her a good reader?
11. Is there anything about your reading that you would like to improve?
12. Do you think the education staff would be able to help you here?
13. What would be the best way for someone to go about helping you to become a better reader?

WRITING

1. Do you write much in prison?
2. What sorts of things do you write?
3. Do you enjoy it?
4. Do you think that you write well?
5. What was the last piece you wrote?
6. Is there anything about your writing that you would like to improve?
7. How could the education staff help you?

REHABILITATION & EDUCATION

1. What kind of job did you have before you came to prison?
2. What kinds of things did you have to read and write in this job?
3. How did you handle these reading and writing tasks?
4. What kind of job would you like to have when you leave here?
5. What kinds of things do you need to be able to read and write to hold down this job?
6. Do you think you would be able to meet these demands?
7. If not, what sorts of things do the education staff need to teach you?
8. Is there any reason why they couldn't?
9. What do you think other prisoners think about:-
    (a) education service in prison
    (b) reading and writing
10. Do you think that being able to read or write more competently would make a difference to your life when you leave prison?
11. Have you any ideas about -
    (a) how reading and writing are taught in prison?
    (b) the types of books and material etc. which are available in the education centre?

ii The Respondents

The basis of this project lies in the use of interview and conversation material generated by the interviewers and 62 inmates/detainees of Victorian incarcerating institutions. All material was collected on audiotape and later transcribed.

The respondents

Bendigo Prison	(Men)	26
Castlemaine Prison	(Men)	11
Fairlea Prison	(Women)	5
Malmsbury Y.T.C.	(Boys)	9
Winlaton Y.T.C.	(Girls)	11

In all cases the respondents were volunteers although their co-operation was solicited differently in each location.

Bendigo - Both the research officer and the principal researcher were based in Bendigo prison (with office facilities in the old Governor's residence) and worked part of the time in the prison's Education Centre with students. Between us we had a fluctuating group of from 4-8 and a number of short term (1-2 weeks) to long term (2½ months) contact on an average of twice a week with another 8 students. All these students were respondents. Others, not doing education, responded to a notice on the general notice board; or were referred by their student friends. In the first week in the prison I was the subject of a 20 minute interview which was videotaped and shown through the closed circuit system. The video explained my and my wife's presence, the purpose of the research project and offered help to anyone who wanted to get in touch.

Some respondents were asked at review and assessment meetings if they would be willing to be interviewed. Refusals were not subject to any sanctions.

Castlemaine - The principal researcher visited Castlemaine Education Centre, explained the project to the teachers and left several notices explaining the project to the inmates. I returned on two separate occasions to interview respondents and in that time also held tutoring sessions for several individuals who wanted help with their reading and writing. The respondents in this case were students in the Education

Centre who were willing to give $\frac{1}{2}$-$\frac{3}{4}$ hr of their study time to the interview.

Fairlea - Access to Fairlea prison for the purposes of interviewing was closely monitored by the governor's staff and the education staff.

We made a special preliminary visit to the prison in order to explain the parameters of the project, and to guarantee confidentiality. The education staff were protective of the ordinary privacy and courtesy rights of their students (the prisoners). Time spent in the Education Centre is very highly prized and valued by the prisoners and equally respected and protected by the staff.

All information about the project was freely shared and we left after our preliminary visit, copies of the questions and descriptions of the project.

Malmsbury - A preliminary visit was made to Malmsbury in the same way as to Fairlea. Our negotiations however, were less complicated in that we dealt only with the education staff and their students. The Education Centre in this setting is an independent and integral part of the establishment. The research officer returned on 2 further occasions to complete the interviews with willing respondents who had been invited by the education staff.

Winlaton - On hearing of this research programme the principal of the school at Winlaton invited us to conduct the interview/discussion with a number of detainee students. We visited the institution soon after and spent the day interviewing.

Familiarisation and contact with all institutions and staff were not restricted to interviewing sessions for this project. Visits had previously been, and were subsequently made by the principal researcher, in association with a teacher development project. (Ref. "Doing Language", Brennan, M. 1983) Information about the research with reference to audience, use, distribution, confidentiality was made as freely available to staff and discussants alike and where possible we worked in the various settings in order to return something to them. This was especially so in Bendigo. The creditibility and contribution of the researchers was recognised by the inmate population later in the year when almost the total population agreed to fill out a standardised reading test. The support of the principal Mr. Treyvaud and the Governor Mr. H. Buckley was extremely important. The Governor allowed the principal to call all inmates to education in small groups. The principal did so and we outlined the task and asked for co-operation. Both the Governor and the principal stressed (to us) that they would not use any coercive powers whatsoever to enforce participation. The result of the standardised reading test is reported and discussed in Chapter 5.

Although no attempt was made to systematically review prisoners' files it should be noted that a wide range of prisoner/detainee was interviewed. The pool includes, Aboriginal, male, female, migrant, old, young, short term and long term inmates. This is helpful in building a broad picture of the needs of inmates.

iii The Transcripts

The transcripts of the audio-taped interview/discussions which constitute the greater part of the raw material for this report are under separate cover.

There are some 212,000 words typed onto 1,100 pages, double spaced and with a large right hand margin for notations. The transcripts contain all that was said during the sessions and contain occasional qualifying or explanatory notes. The questions asked were standard from one session to another but respondents were allowed and encouraged to elaborate and pursue lines of discussion.

All respondents were asked permission to use the tape recorder and were assured of confidentiality.

The transcripts are bound in three volumes. One set is in the Criminology Research Council's Library and another in the R.C.A.E. Literacy Centre.

Index of Transcripts of Interviews Relevant to C.R.C. Research Grant 15/82, "Literacy & Learning; The Human Factor - The Literacy needs and abilities of prisoners."

There are 62 inmate interviews. Each interview is indexed with a number between 1 and 62 and also with a code designating its place within each institution batch. They are bound in 3 volumes. Hence:

E.G.

CRC 15/82	1	(F1/5)
CRC Research Grant No.	No. 1 of total of 62	No. 1 of 5 Fairlea Interviews

	INTERVIEW NO.	SUB-TOTALS
VOL. 1 FAIRLEA	1 - 5	5
VOL. 1 WINLATON	6 - 16	11
VOL. 1 MALMSBURY	17 - 25	9
VOL. 2 CASTLEMAINE	26 - 36	11
VOL.2/3 BENDIGO	37 - 62	26
		62

iv The Data

The transcripts form the bulk of raw data for this project and they were treated in the following way.

Each transcript was reviewed for any expressions, statements or reference to the three areas of focus. VIZ -

1. The prisoners' appraisals of their own reading and writing abilities, and the value they recognise in such activities.
2. Their opinions and suggestions on the ways in which reading and writing may be more effectively taught within the prison context.
3. The role, if any, that reading and writing may play in their individual cases of rehabilitation.

The text so identified was marked in a distinctive way. This allowed the researchers to then review each area of focus. The reviews were carried out for one institution (batch) at a time and are reported in this way.

The marker reliability of the initial marking procedure was checked by asking three separate people (not intimately related to this work) to go through the procedure of marking separately one interview in the manner described. The texts so marked were almost identical. There was a similar high concurrence between the two authors and between them and the three volunteers.

The validity of this data lies in the aims and uses of the data collected, marked and reviewed.

The aim is to solicit opinions, reactions and perceptions to a number of literacy related issues. This has been done by interviewers experienced in eliciting information, extending conversation and encouraging the expression of opinions. In all cases the basic questions were covered but not necessarily sequentially or formally asked. To interview in a formal manner would have been inappropriate for the aims of the project and would have been ineffective in the prison context.

In each case the research was explained and permission asked to use the tape recorder. Confidentiality was/is guaranteed and any reluctant respondents were encouraged to not continue. This occurred on 2 occasions when a person's name was put down on the interviewing roster by someone else "as a joke".

The interviewers concur with Helen Simmons when she states -

"I start from the following assumptions

(a) that the justification for case study research as an appropriate mode of enquiry in the study of social situations has been established;

(b) that interviewing is a useful tool in case study research;

(c) that the recording of people's subjective definitions of experience is a normal part of case study research;

(d) that whereas structured questions are appropriate when you know what you want to find out, unstructured questions are preferable when you are not sure what you want to know but are prepared to depend on your capacity to recognise significant data on appearance;

(e) that, further, it is necessary to adopt an unstructured approach (variously called open-ended or flexible) to interviewing in the study of social situations whose complexity has to be uncovered by the research;

(f) that unstructured interviewing offers more scope for involving the interviewee in the research;

(g) that because interviewing is a most penetrative way of gaining information from and about people there is a need for rules to control both the acquisition and the subsequent use of interview data.

Helen Simmons. "Conversation Piece." The practice of Interviewing in Case Study Research" Chapter 2 in "Uttering, Muttering; Collecting, Using and reporting talk for social and educational research". by Clem Adelman (ed.)

The raw data for Chapter 4 comes from one question that was part of a general questionnaire sent to incarcerating institution teachers. The questionnaire was formulated for purposes initially separate from this report but this one question was seen to be related and hence used here.

> "With reference to reading and writing, what kinds of things do students ask for? What do they say they want when you first have contact with them? Give some indication of the range and proportion of requests."

34 completed questionnaires were returned thus reviewed and reported here.

APPENDIX B

Transcript and questionnaire references used in compilation of Chapters 1, 2, 3 and 4.

REFERENCES FOR CHAPTER I

".....appraisals of their own reading and writing abilities, and the value they recognize in such activities".

References

Opinions About Self; Reading

1.	Sometimes difficult - English words generally no problems	B1/p1
2.	Not as good as wants to be	B2/p2
3.	As good as anyone	B3/p3
4.	Sometimes wonder	B4/p3
5.	Read well	B5/p2
6.	About average	B6/p3
7.	Okay	B7/p2
8.	Fairly well	B9/p2
9.	Not average - Eng. as 2nd language but can read well	B12/p1 B12/p9
10.	Bit of trouble	B13/p4
11.	Can't read	B14/p1
12.	Slow reader never learnt properly	B15/p2
13.	Average reader	B17/p1
14.	Average	B18/p3
15.	Reading never a problem	B19/p4
16.	Proficient reader	B20/p1
17.	No problems - quick reader	B21/p36
18.	Speed Reader	B22/p7
19.	Normally	B23/p1
20.	More you read - better you get	B24/p1
21.	Reads well in Turkish poor in English not bad	B26/p3 B26/p1 B26/p2

Problems and Improvements; Reading

1.	English words solution - re read dictionary - correct English	B11/p1 B1/p4

2.	Defining words	B2/p2
3.	No trouble comprehending retaining muddle	B4/p3
4.	Speed of reading	B5/p4
5.	No improvement needed	B6/p1 & 2
6.	No improvement needed	B1/p2
7.	Not a fast reader - like to be faster	B9/p2
8.	Can't retain tech. info associated with course	B10/p4
9.	Problems associated with Eng. as 2nd Lang. accent Problems of definition - uses dictionary	B12/p2 B12/p7 B12/p9
10.	Individual words Attack skills Can't read aloud Silent reading no problem	B13/p4 B13/p4 B13/p4 B13/p5
11.	Only enough to get by Wants to improve everything	B14/p1 B14/p4
12.	Slow and can't absorb Speed & comprehension & vocab.	B15/p2 B15/p3
13.	Faster --- - more understanding	B18/p3
14.	No problems - Uni courses	B20
15.	Problems when other things on mind Goes too fast	B23/p1 B23/p8
16.	Slow before - now faster	B24/p2
17.	Problems of Turkish student	B26/p5

Writing; What and How Much?

1.	Just scribble	B2/p11
2.	Writes a lot & well - oblique	B3
3.	Writes programmes for computers Nothing else	B4/p2
4.	Finds writing hard	B5/p5
5.	Writes well	B7/p3
6.	Edits newspaper O.K.	B8/
7.	Criticism of prison poetry Highly critival of himself	B9/p10
8.	Average	B10/p10
9.	Writes only for himself	B11/p11

10.	Needs lessons	B12/p3
	Can't put words together	B12/p10
11.	Not the best	B13/p7
12.	Poor writer	
13.	Doesn't write	B16
14.	Writes well	B17/p4
15.	Letter writing	B18/p5
16.	Graduate Course Japanese	B20/p1
17.	Lots of letters	B21/p1
18.	Not a writer	B22
19.	Writing for Media Certificate	B23/p3
20.	Lots of writing	B24/p2
21.	Impressed with writing	B24/p7
22.	Copying DT	B?5/p3
	No writing	B25/p11

Is there anything about your writing you would like to improve?

1.	Spelling correct English - tense ending	B1p4
2.	Handwriting	B2p/12
3.	Putting down what he is thinking	B6/p2
4.	No because purely personal	B7/p3
5.	Grammar Vocabulary Variety of presentation	B9/p16 & 17
6.	Concerned about expressing himself	B11/p17
7.	Esaays/letter-techniques	B12/p3
	Specific examples	B12/p3
8.	Spelling & English	B14/p1 & p7
	General	B18/p4
9.	No improvement	B17/p4
10.	Handwriting	B18/p5
11.	Enrolled in writing course	B23/p3
12.	Bad handwriting - uses typewriter	B23/p7
	Constrains speed	B22/p8
12.	Sentence construction	B26/p11

Do you know anyone who is a poor reader?

1.	Poor reader - aboriginal B2/p5, 6, & 7 Lack of perspective B2/p8	Institutionalized B2/p8
2.	300 of 400 blokes at Pen B3/p9 specific example - denigrating B3/p10	"not wit" B3/p11
3.	Contact through drama B4/p6	No edn. help
4.	Yes B5/2 & 3	Institutionalized B5/p3
5.	No contact really People don't admit it B7/p2	
6.	Few B8/p3	Institutionalized B8/p3 & p4
7.	Yes B9/p4 & 5	Probabely wouldn't go to Ed. p5
8	Couple B10/p1	Lack of interest B10/p2
9.	About 15% of jail B11/p4	Lack of initiative B11/p5
10.	Yes - couldn't read letters B13/p6 Examples and a few blokes B13/p7	Can't be helped unless want help B13/p7
11.	Poor reader - self assessment B14/p1	Domestic violence B14/p2,3 & 4
12.	1 bloke B15/p2	No comment
13.	No contact but have heard B16/p3	Not interested in help Non-reading & B16/p3 recidivism B16/p4
14.	Not really B17/p2	
15.	1 bloke B18/p2	Not much education B18/p2 Went to Ed. B18/p3
16.	1 fella B19/p2 Comment on bad spelling B19/p6 Wrote letters for fellas B19/p7	

17.	Yes B20/p2	Couldn't individualize	B20/p2
		Left behind	B20/p3
		General comment on failing Ed.Centre	B20/p3
18.	Yes one case in particular B21/p33 & 34		
19.	H Division lots of blokes B22/p8 & 9 Difficulties of borrowing B22/p23 Case Study B22/p29	Helped	B22
		Never went to school	B22/p30
20.	Every now and then B23/p2 & 3		
21.	Bloke in Pen B24/p4 & 6		

In spite of above a number of p's spoke very personally of contacts with poor or non-readers and writers.

Do you enjoy reading and why?

1.	Yes - subject matter	B1/p1
2.	Yes - reading takes preference filming & interviewing	B2/p9
3.	Yes (direct)	B3/p3
	Time passes quickly	B3/p13
4.	Yes Imagination	B4/p8
5.	No (direct)	B5/p1
	But reads pottery books avidly	B5/p1
	Attends Tech	B5/p2
	Likes reading-learning	B5/p4
6.	Yes (oblique)	B6/p1
	Release	B6/p1
	Learning	B6/p2
7.	Enjoys poetry	B7/p1
	Got to be in mood	B7/p2
8.	Enjoys novels but not textbooks	B8/p3
	Constraints of Tech. material	B8/p3
9.	Reading in D division	B9/p1
	Loves reading	B9/p2
	Personal thoughts	B9/p6
10.	Yes direct if interesting book	B10/p1

11.	Yes - oblique		B11/p1
	Lots of psychology		
12.	Yes - oblique		
	No novels		B12/p4
13.	Enjoys letters		B13/p2
	Sometimes		B13/p3
14.	Enjoys car magazines		B14/p5
15.	Difficulties		B15/p2
	Enjoys factual stuff		B15/p1
16.	Gone off reading since inside	(oblique)	B16/p1
		(direct)	B16/p2
17.	Don't mind		B17/p1
	Nothing else to do		B17/p1
18.	Sometimes		B18/p1
	Forget where you are		
19.	Enjoys - Yes		B19/p1
20.	Yes - direct		B20/p2
	Knowledge		
21.	Enjoy - oblique		
	release		B21/p30
22.	Not fussy		B22/p1
	H division ref.		B22/p4
	Censorship		B22/p4
	Read a lot		B22/p6
	All you had		B22/p7
23.	Yes - direct		B23/p1
	Occupies mind		B23/p1
24.	Yes - direct		
	Good book		B24/p1
	Boredom		B24/p2

Do you enjoy writing and why?

1.	Some about course - oblique	
	thinking	B1/p6
2.	2nd time in - no writing	
	(oblique) - courses - computers	B2/p13
3.	(oblique). Diary	B3
4.	Doesn't write much	
	Doesn't enjoy	B4/p10
	Got to be absurd	
5.	Doesn't write much	B5/p5
	Pottery course	

6.	Enjoy (oblique) Poetry & thought put down	B6/p3 B6/p4
7.	Enjoy (oblique) direct Occupied - poetry Express feelings	B7/p1 B7/p3
8.	Course Editor of newspaper Opinion on poetry	B8/p1 B8/p2 B8/p7
9.	Creative writing course Cheer myself up Going to make a living out of it	B9/p1 B9/p9 B9/p19 & 20
10.	Course work Yes - direct Something to do - makes time fly Thinking-- -writing	B10/p4 B10/p10 B10/p11
11.	Sometimes Imagination runs away For himself	B11/p2 P11/p10 B11/p11
12.	Feels the need to write - Eng. as 2nd Language	B12/p10
13.	Enjoy it - Happy writing all day Day & night Not in jail while writing Course in pool care	B13/p8 B13/p8 B13/p8 B13/p11 B13/p11
14.	Poor writer Course in English Enjoy once started	B14 B14/p1 B14/p8
15.	No writing	B15/p7
16.	Writing outside - not inside Typing course	B16/p10 B16/p6
17.	Yes (oblique) Diary or chronicle	B17/p3
18.	Yes - but no one to write to (oblique)	B18/p5
19.	Course in navigation Freelance journalism Jotting letter Enjoy (oblique)	B19/p8 B19/p16 B19/p17
20.	Course in Japanese	B20/p1
21.	Enjoys (oblique) Letter each night Conversations Released mind Allout	B21/p1 B21/p2 B21/p4 p8 P30
22.	Hates writing Voyeurism	B22/p24 B22/p24 & 25
23.	Writing for media certificate Enjoys (oblique) Doesn't like letters	B23/p3 B23/p10

24.	Lots of writing (oblique)	B24/p2
	Good	B24/p3
	Mind away	B24/p4
	Easier expression	B24/p7
25.	Copying	B25/p3
	Never write things down	B25/p11
26.	Enjoys writing	B26/p11

Reading; What was the last thing read?

What and How Much?

Reading			How much	
1.	Science natural science		reads a lot	
	no novels	B1/p1		
	can't get certain books	B1/p2		
2.	Suspense dramas		Not as much as	
	Library O.K.	2/p1	used to	B2/p1
			Interested in	
			video	
3.	Hardy	B3/p1	Reads a lot	
	Novels	B3/p2		
	Some novels can't get	B3/p1		
4.	Computer books - course	B4/p1	not much now	
	Read variety before			
5.	Pottery-Tech. book		Occasionally wa-	
	Novels occasionally	B5/p1	tches TV	
	Usually finds what he		1 book per week	
	wants	B5/p4		
6.	Novels poetry	B6/p1	Occasionally	
7.	Poetry	B7/p1	Not a lot	
	No problems with material	B7/p4		
8.	Course work	B8/p1		
	Good borrowing with city		Fair bit	
	library	B8/p8		
9.	Reading in course area	B9/p1	Not much now	
	Library open in holidays	B9/p7		
	Different range of magzs.			
10.	Interesting books		Couple of books	
	Slow reader	B10/p1		
	Boiler Attendant's course	B10/05		
11.	Read a lot of psychology	B11/p1	Not much now	
	Sigmund Frued			
	- dimensional deisgn			
			Every day	B12/p4
12.	Papers books			
	geographic book-magzs.			
	no novels	B12/p4		

	What		How Much	
13.	Not books - only read 3 books Read Sun Satisfied with material	B13/p1 B13/p3 B13/p1	Very little	B13/p1
14.	Car magazines Satisfied with material	B14/p5 B14/p5	Very little poor reader	B14/p1
15.	Non fiction Hunting/fishing/war Indians	B15/p1	Too many distractions	
16.	Used to read about drag racing. Got books on typing	B16/p1 B16/p6	Gone off reading	
17.	Papers & magazines Wants Post Magazine	B17/p2	Some	
18.	Australian history & magazines. Cars Satisfied with material	B18/p1	Sometimes	
19.	Factual books Australian Library Service good	B19/p1	Quite a bit	
20.	Philosophy - Japanese novels	B20/p1	Reasonable bit	
21.	Article on rehabilitation More variety access to books	B21/p14 B21/p36	Writes a lot now Used to read a lot Read 1 book a night	B21/p1 B21/p30
22.	Mehanics history Sci Fi	B22/p1	Gone off reading read anything	B22/p1
23.	Novels, magazines texts John Le Carre; Alastair McLean, Robert Smith Can't get some novels	B23/p1 B23/p2 B23/p6	Reads a lot	B23/p1
24.	Science fiction /anyting wants more poetry	B24/p6	Fair bit of reading	
25.	Magazines/books Family Circle	B25/p1 B25/p2	Yes a lot	
26.	Anything Can understand No Turkish books etc. Political books Economy Finished 2 Turkish books No full English books	B26/p1 B21/p3	Not much	

Writing; What and How Much?

Writing

	What		How Much	
1.	Case notes	B1/p6	Only necessary	B1/p6
	Natural science		But likes some	
	Not many letters		writing	
2.	Letters	B2/p1	Sometimes	B2/p11
	handwriting problem	B2/p12		
	Wrote poetry last time	B2/p13		
	but wants to do something	B2/p13		
3.	Book	B3/p15	A lot	B3/p15
	Detailed descriptions			
4.	Letters - 1 per week	B4/p10	Not much	B4/p9
	Few Stories	B4/p10		
5.	Essay in course	B5/p5	Not much	B5/p5
6.	Poetry	B6/p3 & 4	Quite a bit	B6/p3
7.	Poetry for wife	B7/p1	400 poems	B7/p1
8.	Course work	B8/p1		
	Diesel etc.			
	Newspaper editor	B8/p2	Quite a lot	
	interview Gov.	B8/p5		
9.	Creative writing course		Quite a lot	B9/p1
	poems	B9/p1		
	Started with jail	B9/p9		
	Mainly poems	B9/p23		
	1 prose piece			
10.	Letters - lots	B10/p10	A lot	B10/p10
	Poems			
	Makes time fly	B10/p11		
11.	Writes to diary	B11/p2	Little bit	B11/p2
	Dimensional design	B11/p2	Letter says a lot	B11/p10
	Might write book	B11/p10		
	for himself	B11/p11		
12.	Letters about situation	B12/p9	Wants to write	
	Writes to mother	B12/p10	more practics	B12/p10
13.	Writes to girl - letters	B13/p8	A letter every	
	Not much about jail	B13/p5	day	B13/p7
	Comments	B13/p8 & 9		
	Other people	B13/p10		

14.	Doing course Basic Eng.	B14/p1	At moment yes	B14/p5
	Couple letters per week	B14/p6		
	but problems	B14/p6		
15.	Letters before - not new	B15/p6	Not much	B15/p7
16.	Did typing course	B16/p6	Hardly anything inside	
17.	Letters	B17/p3	Writes a lot	B17/p3
	Mates etc.			
	What he does each day	B17/p4		
18.	Letters but lost girl friend	B18/p4 & 5	When he gets letters necessary	B18/p4
19.	Freelance journalism course	B19/p16	Quite a bit (oblique)	
	Letters jotting	B19/p17		
20.	Courses		Letters that's all	B20/p17
21	Letters	B21/p1	Lot of writing	B21/p1
	3 hrs per night	B21/p1	Used to write poetry	p8
	conversational	B21/p7		
	mind release	p4 & 30		
22.	Used to write letters	B22/p24	Very little	B22/p24
	Problems	B22/p25		
23.	Course work writing for media	B23/p3	A lot (oblique)	
	Letters when he has to	B23/p10		
24.	Letters to wife every day	B24/p2	Lot of writing	B24/p2
	Family			
	Contact	B24/p3		
	Diary			
	No jauil	B24/p4		
	Poetry	B24/p6 & 7		
25.	Copying notes	B25/p3	Never write anything down	B25/p11
	Like someone to write to	B25/p12	Keep in mind	
26.	Letters to parents friends	B26/p1	Not much	B26/p11
	Poems	B26/p12		

Last Book Read

1.	Life in South America	B1/p4
2.	Can't remember last book	B2/p2
3.	Robbery Under Arms	B3/p8
4.	Last of Knucklemen	B4/p2
5.	Fools die	B6/p1
6.	Own Collection of Poetry	B7/p1
7.	Follow Is Wild	B9/p1
8.	Black Mamba	B10/p1
9.	H.G.Wells - What Do we Do with our Lives	B11/p4
10.	The Mill	
11.	Bedside Book	B17/p1
12.	Fortunate Life	B18/p2
13.	Smugglers	B19/p5
14.	'Sea Lupin' - Craig Thomas	B23/p2
15.	2 Turkish books	B26/p3

FAIRLEA PRISON

Reading; Self Assessment

References

1.	Very competeny reader	F1/p5
2.	Very good at it - Love it	F2/p2
3.	Yes - left school at Grade 6 taught herself.	F3/p2
4.	Started to read in English Sth American	F4/p1
5.	Good reader - but waiting for glasses	F5/p1

Reading; Possible Improvements

1.	Satisfied	
2.	Satisfied	
3.	Continued to improve since Grade 6	F3/p2 & 3
4.	Can read in Eng. now	F4/p1
	10 week intensive course	F4/p2
	English & correspondence course	F4/p6
5.	Satisfied	

Writing; Self Assessment

1.	Yes- Writes for drama group - Writes music	F1/p9
2.	Writes a lot	F2/p4
3.	Good writer	F3/p5

4.	Doesn't write well	F4/p5
5.	Writes rarely	F5/p10 F5/p10

Writing; Possible Improvements

1.	Satisfieda	
2.	Developing short story writing with Ed. staff - publication of kids story	F2/p4 F2/p8
3.	Writing develops with Drama	F3/p5
4.	All of writing	F4/p5
5.	No improvement needed	

Poor Readers

1.	Lot of women don't read Environment makes people lazy and physically tiring nature of prison Writing letters takes time	F1/p5 F1/p6
2.	Yes know poor reader Education helps them a lot	F2/p3 F2/p3
3.	No contact	F3/p4
4.	Spanish woman - only read in Spanish, wrote and spoke Intensive 10 week course. Continuing interest of Ed.	F4/p2
5.	Yes - no schooling at all Couldn't read or write Education looked after her	F5/p3 F5/p3 & 4

Enjoyment and Reasons for Reading

1.	Reading associated with course work	F1/p1
	Reading associated with drama	F1/p1
	Sense of progress during time in jail	F1/p2 & 9
2.	Loves reading	F2/p1
	Learning and takes her away	F2/p1
	Isolation	F2/p2
	Engages imagination	F2/p4
3.	Yes - enjoys reading	F3/p1
	Identification with the scene	F3/p11
4.	Spanish speaker - loves reading	F4/p4
	Interest and learning	F4/p4
	Mind is out of jail	F4/p4
5.	Read a lot when her eyes were better	F5/p1
	Enjoyed reading	

Enjoyment and Reasons for Writing

1.	Yes enjoys	F1/p9
	Record of time	
	Reflection	
	Ability to work yourself out	F1/p9 & 10
2.	Enjoys writing	F2/p4
	Writing a child's book	
	Some shared writing	F2/p5
	Reflective nature of writing	F2/p5 & 6
3.	Enjoys writing	F3/p5
	Reflection	F3/p6
4.	Feels the need to improve her writing	F4/p7
	English lessons and a correspondence course.	F4/p7
5.	Writes very rarely	F5/p10
	Thinking of when it is time to get out	F5/p12

Reading; What and How Much?

	What			How Much?	
1.	Course work - psych Drama reading Computer programming	F1/p1 F1/p1 F1/p1	1.	A lot	F1/p1
2.	Biographies, fiction poetry	F2/p1		A lot	
3.	Fiction - dog books			A lot	
4.	Magazines, newspapers books	F4/p1	4.	When time allows	F4/p1
5.	Biographies	F5/p1	5.	Used to - needs glasses	F5/p1

Access to Material

1.	Correspondence course problems	F1/p3
2.	Papers Weekly Times	F2/p1
3.	Everything wants	F3/p2
4.	---	
5.	---	

Writing; What and How Much?

	What			How Much	
1.	Writing for courses For drama group Writes music and lyrics	F1/p1 F1/p9 F1/p10	1.	A lot	1/p9

2.	Short story Poetry	F2/p4 F2/p5	2. A lot	F2/p4
3.	Short Stories Drama group Jot on calendar every day	F3/p5 F3/p5 F3/p9	3. A lot	
4.	Letters	F4/p5	4. Sometimes	F4/p5
5.	Letters	F5/p12	5. Very occasionally	F5/p10

Last piece read.

1.	Computer books	F1
2.	I can Jump Puddles	F2/p
3,	Let No Man Write My Epitath	
4.	Lawson Short Stories "Black Like Me"	
5.	Biographies	

CASTLEMAINE PRISON

Reading; Self Assessment

References

1.	Fluently	C1/p3
2.	Well	C2/p3
3.	Below average	C3/p16
4.	Not well	C4/p2
	Slow	p3
	No retention	p5
5.	Pretty terrible taught himself	C5/p2
6.	Yes	C6/p2
7.	Can't sleep	C7/p
	Very well	C7/p2
8.	Average - can understand	C8/p8
	Problems of study material	C8/p9 & 10
9.	Average	C9/p10
10.	Not as good as wants to be	C10/p1
	Adequately	p5
	Ethnic background - trouble with basics	C10/p1
11.	Yes reads well	C11/p2

Reading; Possible Improvements

1.	Student of French - idioms difficult	C1/p4
	Understnad plot	C1/p4
2.	No improvement	C2/p4
3.	Like to be able to orate	C3/p17
	Problems of others - where to start	C3/p15
4.	Improve memory	C4/p4
	Retention - slow reader	C4/p3
5.	Big words	C5/p2 & 3
	Taught himself	
6.	Speed	C6/p3
7.	Exact words - know what they mean	C7/p6 & 7

8.	Avid reader & study	C8/p2
	Problems with tech material	C8/p4
	Understand more words	C8/p13
9.	Interpreting hard words	C9/p13 & 14
10.	Vocabulary	C10/p6
	Uses dictionary	
	Read quicker	C10/p8
11.	Satisfied	C11/p4

Writing; Self Assessment

1.	Natural facility	C1/p8
2.	Courses - 5 subjects	C2/p6
	Okay writing	C2/p6
3.	HSC subjects	C3/p25
	Written lot of poetry	C3/p9
	Assignments (oblique)	
	Philosophical issue	C3/p40
4.	Write well - Legibility	C4/p6
	& composition	
5.	Poetry short stories	C5/p4
	Letters small book	C5/p5
	Likes writing - wants to improve	
6.	Not overkeen - assignments letters	C6/p4
	No	C6/p4
	Subjects limited	
7.	Yes	C7/p4
	Scrawl a bit	C7/p8
	Freelance journalism	C7/p8
	Method	C7/p10
8.	Casual writer	C8/p15
	Necessity	C8/p16
9.	Writes well	C9/p2,3 & 4
10.	Effective - writes scripts	C10/p16
	Sociological report	C10/p10
	Letters	C10/p13
11.	Writes better than verbal contact	C11/p6

Writing; Possible Improvements

1.	Not particularly	C1/p8
	Discussion helps	C1/p8
2.	Handwriting - but nothing else	C2/p7
3.	Receiving approval	C3/p29
	Putting words together properly	C3/p11
4.	Handwriting	C4/p7
	Master himself	C4/p8
5.	Spelling	C5/p6
	Identifies own errors	C5/p7
6.	No improvement	C6/p5
7.	Too flowery	C7/p8 & 9
8.	Handwriting	C8/p17
9.	Less slang & bigger words	C9/p5
	Could write more	C9/p7
10.	Expression lack of vocab.	C10/p14
11.	Communication problem	C11/p5

Poor Readers

	Poor reader		Reason	
1.	Yes - no idea number	C1/p11		
	Too many subjects taugt			
2.	Knows lokes	C2/p5	Don't care	C2/p5
	Plastic gangsters		Watch telly	
3.	Lot of people can't communicate	C3/p11		
	Wide range discussed	C3/p17		
4.	Don't know	Cr/p10		

5.	Poor reader himself but prolific writer Others	C5/p2 C5/p4 C5/p10	Taught himself	C5/p2
6.	Quite a few Advantages of being reader	C6/p3 C6/p3		
7.	Brother Comments on young kids	C7/p1 C7/p5	Institutionalized	
8.	Yes	C8/p12	Private interviews	C8/p27
9.	Yes - can't read Can't give numbers 10 out of 90	C9/p11 C9/p12 p13	Bad schooling	
10.	Yes	C10/p7 p8		
11.	Majority - yes	C11/p3	Attitude	C11/p3

Do you enjoy Reading? Why?

1.	Keeps mind flexible Discipline Chew over arguments	C1/p5 C1/p6
2.	Reading exercises Yes - enjoy Knowledge Getting out	C2/p1 C2/p2 C2/p2 C2/p3
3.	Distraction - 1st Matric Destroys mood Yes - humour	C3/p3-22 C3/p3 C3/p4 C3/p15
4.	Yes - confident with something he knows about Learning	C4/p1 C4/p1
5.	Prolific writer Very selective reader Writes each night	C5/p4 C5/p4 C5/p4
6.	Tech reading & novels Yes enjoy Fills in time	C7/p1 C6/p2
7.	3 hrs per night Enjoy yes Pottery	C7/p1 C7/p2 C7/p2
8.	Avid reader Study Enjoy yes Peace time T.V.	C8/p2 C8/p5 C8/p5 C8/p8
9.	Prefers writing Yes Loves TV	C9/p1 C9/p10 C9/p17

10.	Completing BA	C10/p1
	Rid of time - fiction	C10/p5
	Yes - enjoy & study	C10/p5
11.	Enjoy - ues	C11/p2

Do you enjoy Writing? Why?

1.	Don't know if "enjoy" correct word	C1/p8
	Expressing thoughts and feelings	C1/p8
2.	Not a great deal	C2/p6
	Courses and letters	C2/p6
3.	Objective in mind	C3/p28
	Got to communicate	C3/p11
	Loves words	C3/p32
4.	Letters poetry essay	C4/p8
	Enjoys crosswords	C4/p6
5.	Love writing - relaxes settles	C5/p6
6.	Not overkeen on writing	C6/p4
	Restricted topic for letters	C6/p4 & 5
7.	Enjoy - yes	C7/p8
	Letter writing drafts and redrafts	C7/p9
8.	Writes a lot course work	C8/p15
	Enjoys reading more	C8/p16
	Writing part of study vital	C8/p16 & 17
9.	Enjoy - yes	C /p2
	Contact	C9/p2,3 & 4
	Fills in time	C9/p2
10.	Writes a lot	C10/p10
	Enjoys writing	C10/p12 & 14
11.	Enjoys - yes - letters	C11/p5
	Better communication	C11/p8
	Experiences and hassles	C11/p6

Reading; What and How Much?

	How much		What	
1.	Habitual	C1/p1	Classics	C1/p1
	Better stocked library	C1/p12	Textbooks	C1/p2
			Russian authors	C1/p3
2.	Anything get hands on	C1/p1	Photography	C2/p1
			Paper etc.	
			Comedy	C2/p3
			Business	C2/p3
3.	Read a lot	C3/p2	Matric reading	C3/p3
	Continuum of reading	C3/p2	20 books in 6 months	p21
	Reading related to studies	C3/p3		
4.	Rarely reads	C4/p1	Bible	C4/p1
			Comics	p2
			Poetry	
			Problem solver	
5.	No ---- does	C5/p1	Porn	C5/p1 & 2
			Magazines	
6.	Fair bit	C6/p1	Texts - novels	C6/p1
7.	Reads a lot	C7/p1	Books, novels	C7/p1
			Pottery reading	C7/p2
			Spy books mysteries	C7/p2
8.	A lot	C8/p2	Novel per night	C8/p2
			Study	C8/p2
9.	Not much	C9/p1	Letters	C9/p1
			Novels per months	C9/p10
10.	A lot	C10/p1	Fiction	C10/p1
			Study material	C10/p5
11.	Fair bit	C11/p1	Novels newspapers	C11/p1

Access to Materials

1.	Good access	C1/p11
	Better stocked library	C1/p12
2.	-----	

3.	Improve library Annotate books	C3/p16,18 & 19
4.	Satisfied	C4/p8 & 9
5.	Fuck all - poor selection	C5/p10
	Suggestion	C5/p11
6.	Good job	C6/p8
7.	------	
8.	Wants more novels	C8/p4
	Course catered for so far	C8/p4
9.	Good variety	C9/p10
10.	More books from outside	C10/p15
11.	Reasonably well stocked	C11/p1
	Regional libraries	C11/p1

Writing; What and How Much?

	How Much		What	
1.	Letter every night	C1/p7	Letters	C1/p7
			Assignments	p7
			Essays	p7
2.	Not much	C2/p5	Courses letters	C2/p5
	2, 3 letters per week & 5 courses	C2/p6		
3.	Used to write a lot of letters	C3/p22	Matric writing	
	Lots of stories	C3/p40		
4.	Some	C4/p6	Crosswords	C4/p6
			Poetry letters	C4/p6
			School writing	C4/p6
5.	Hell of a lot	C5/p4	30 poems	C5/p4
			Short stories	
			Letters	
			Stories	
6.	Not overkeen	C6/p3	Assignments	C6/p4
			Report weekly letters	
7.	Writes a lot	C7/p8	Letters - 2 per week	C7/p8
8.	A lot	C8/p15	Course Work -letters	C8/p15
			20-30 page assigns. perweek	C8/p16
9.	A lot		letter per night	C9/p1
10.	A lot	C10/p10	Sociology report	C10/p10
			Script writing	C10/p11
			research	C10/p12
			2 or 3 letters p.w.	C10/p13

11.	Some extent	C11/p5	Letters	C11/p6
			2 or 3 p.w.	C11/p6

What was the last piece you read?

1.	Pride & Prejudice	C1/p3
2.	Life Universe & Everything	C2/p4
3.	Fear and Loathing in Las Vegas	C3/p16
4.	Bible etc.	C4/p1 & 2
5.	Playboy	C5/p2
	Japanese Ware Lords	C6/p2
7.	Bond book	C7/p14
8.	Diamond War Lords	C8/p11
9.	Gangster novels	C9/p10
10.	Survival Now - Jim Cairns	C10/p3
	Reapers Daughter - George Orwell	C10/p7
11.	Watership Down	C11/p2
	A Letter from Prison - George Jackson	C11/p2

WINLATON YOUTH TRAINING CENTRE

References

Reading; Self Assessment

1.	Poor	W9/p2
2.	Well	W8/p1
3.	Alright	W7/p2 & 3
4.	Moderately well	W6/p2 U 3
4.	Don't know just read	W5/p1
5.	Fairly happy	W4/p4
6.	Reasonably good	W1/p3

Difficulties and Improvements needed in reading

1.	Difficult part	W3/p2
2.	No improvement needed	W10/p2
3.	Needs more practice	W9/p3
4.	Slow speed	W8/p1 & 2
5.	Big words	W1 p3
6.	Like to be faster	W2/p6

Writing; Self Assessment

1.	Okay	W1/p7
2.	Poetry	W2/p7
3.	Writes a lot	W5/p10
5.	Not much	W6/p5
6.	Haven't got the memory	W6/p7
7.	Alright	W7/p4
8.	Happy with writing	W8/p11

9. Alright	W9/p8
10. Okay	W10/p5
11. Love writing	W11/p9

Difficulties and Improvements needed in writing.

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1. Neat writer	W1/p7
2. Needs more help	W2/p10
3. Satisfied with writing	W4/p6
4. Can't do English properly	W7/p4
5. Improve spelling	W9/p8
6. Messy	W1 /p5
7. Hate the way I write	W11/p11

Poot Trsfrtd; Do you know any?
How can they be helped?

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1. Poor reader (no comment)	W1/p3
2. Poor reader - reason ignored at school	W2/p4 &5
3. No.	W3/p3
4. Poor reader - special school	W4/p3 &4
5. Poor reader - not enough e dn.	W5/p2 ' 3
6. Some are poor readers (no comment)	W6/p3
7. Unsure perhaps k (no comment)	W7/p2
8. Not really	W8/p8
9. I am poor reader	W9/p2
10. Poor reader - probably didn't like reading	W10/p4
11. Poor reader - not interested no practice - doesn't want to get cross about help	W11/p4

Do you enjoy Reading? Why

Reading

1.	Enjoyment	W2/p1
2.	Private research project	W2/p2
3.	Enjoyment & pretend to be someone else	W3/p1
4.	Learning if reading	W3/p3
5.	Enjoyment (but no reason)	W4/p1
6.	Enjoyment (no reason)	CW5/p1
7.	Mood dependent	CW5/p6
8.	Escape from bordeom	W6/p1
9.	Freedom of imagination	W6/p4
10.	Enjoyment if a good book	W7/p1
11.	Bordeom	W8/p1
12.	Feel identification with book	W8/p1
13.	Self ed. child care	W8/p2
14.	Identification runaways	W9/p1
15.	Boredom	W9/p2
16.	Read for something to do	W11/p1
17.	Enjoyment	W11/p1
18.	Ed.	W11/p1
19.	Read to friend Out of a bad mood	W11/p2
20.	Provision of solace	W11/p8

Do you enjoy Writing? Why

1.	Dont write much use phone	W1/p6
2.	Release from anger	W2/p8
3.	Communication with friend & school Establishes network Maintains network	W2/p9
4.	Write for comm with family etc. Trying to find Dad	W4/p5

5.	Writing at school	W4p/p5
6.	Family contact Mum sorting out problems	W5/p6
7.	Poetry writing Problem sorting Release from anger	W5/p6 W5/p10 W5/p10
8.	Contact with friends	W7/p3 & 4
9.	Contact	W8/p9
10.	School Work	W8/p9
11.	Contact & explanation and record of happenings	W9/p5
12.	Part of routine	W9/p14
13.	Writes for herself Imagination	W10/p4 W10/p5
14.	CContact and recording	W10/p5
15.	Contact - boyfriend	W11/p8
16.	Expressing feelings 2 examples	W11/p9 W11/p9 p10
17.	Chrnicle - Diary	W11/p11

Reading; What and How Much?

	What			How Much	
1.	During school School work but "Reads in bed"	W1/p1 W1/p2	1.	prescribed reading	
2.	Reads a lot "Crime drugs" books pamphlets	W2/p1	2.	A lot	W2/p1
3.	Books anything	W3/p1	3.	A lot	W3/p1
4.	Scary books etc. Mags	W4/p1	4.	Sometimes	W4/p1
5.	School Rock mags.	W5/p1	5.	A lot	W5/p1
6.	Novels, mags, comics "Kids books"	W6/p1 W6/p3	6.	More	W6/p1
7.	TV Week	W7/p1	7.	Not much	W7/p1
8.	Novels Elvis	W8/p11	8.	A lot	W8/p1

9.	But reads mags No books but read 'Go Ask Alice' WW Stories & 'Let Loose'	W9/p1 W9/p4	9.	No - hate reading	W9/p1
10.	Anything with horses	W10/p2	10.	A lot	W/10/p1
11.	Book	W11/p1	11.	A lot	W11/p1

Writing; What and How Much?

	What			How Much	
1.	Compulsory writing	W1/p5	1.	Prescribed	W1/p5
2.	Letters poems	W2/p7	2.	Lots letters, Poems etc.	W2/p7
3.	Letters	W3/p3	3.	To boyfriend (no amount)	
4.	Letters-schoolwork	W4/p5	4.	A lot	W4/p5
5.	Letters Poetry	W5/p6	5.	All the time	W5/p6
6.	3 weeks in Remand	W6/p5	6.	Not much	W6/p5
7.	Letters to friends	W7/p3	7.	No amount specified	
8.	Letters - schoolwork	W8/p9	8.	Much - yes	W8/p9
9.	Letters - Ma friends boyfriends	W9/p5	9.	No amount specified	
10.	Anything story writing letters	W10/p4 W10/p5	10.	A lot	W10/p5
11.	Letters to family Would like to keep diary	W11/p11	11.	Describes letter to boyfriend	W11/p8

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Reading: Self Assessment

References

1.	Average	
2.	Not an expert - get through most books	M2/p4
	Doing courses	M2/p5
	Form IV a motor maintenance	M2/p1
3.	Silent reading O.K.	M3/p2
	Oral reading problem	M3/p2
	Big words a problem	M3/p5
4.	Yes	M4/p2
5.	Tries to read	M5/p1
	Hard word	M5/p2
6.	Watches a lot of tele	M6/p2
	Average reader	M6/p4
	Forklift course	M6/p11
7.	Not good reader	M7/p1
	Taught himself	M7/p2
	Trouble understanding	M7/p2
8.	Poor reader	M8/p1
	Never read well at school	M8/p2
	Can't read	M8/p4
9.	Reads in whispers to understand	M9/p2
	Couldn't cope with High School material	M9/p4
	Comfortable	M9/p8

Possible Improvements in Reading

1.	Satisfied	
2.	Satisfied	
3.	Left school at start of Grade 6	M3/p3
	Better in day to day situations	M3/p4
	General improvement	M3/p5
4.	No problem	
5.	Practice	M5/p3
	Ability to function	M5/p10 & 11

6.	Read quicker	M6/p6
	Understand a few words	M6/p6
7.	Just improve	M7/p1
	No school	M7/p2
	Wants to know more	M8/p2
9.	Reads in whispers to unde rstand	M9/p2
	Couldn't cope with high school material	M9/p4
	No improvements needed	M9/p8

Writing; Self Assessment

1.	Doesn't have visitors - writes letters	M1/p18
	Average	
2.	Average write - not a good speller	M2/p9
	Writes a lot of letters.	
3.	Not proper English	M3/p5
	Trouble with writing	M3/p6
	Writing is hard	M3/p7
4.	Proficient writer - editor of paper	M4/p7
	Writes letters for others	
	Writes poetry	M4/p8
5.	Can't write	M5/p6
	Problems job interviews etc.	M5/p6 & 7
	Mate helps with letters	M5/p12
6.	Average	
7.	Not a very good writer	M7/p5
	Doesn't like writing got people to write for him	M7/p5
8.	Average	
9.	Writes a lot	
	Knows what's going on	M9/p10

Writing; Possible Improvements

1.	Come to Ed. to learn to write & spell	M1/p21
2.	Spelling Errors if he rushes	M2/p10
3.	Basic things More writing Spelling Practice	M3/p6 M3/p11 M3/p6 M3/p7
4.	No problems	
5.	Problems with spelling Mixed up on words	M5/p3 M5/p24
6.	Write neater Editing his own work	M6/p9
7.	Spelling Write own letters	M7/p3 M7/p6
8.	Bad handwriting , spelling Used to type letters	M8/p6& M8/p8
9.	No improvement	M9

Poor Readers

1.	Lot of blokes don't read and can't read Reason - left school bad schooling	Ed. missing out	M1/p2 M1/p3 M1/p7 & 8
2.	Few who can't read Reason - ethnic	Ed. don't like	M2/p6 M2/p6 M2.p6
3.	Still in Intake section		M3/p1
4.	Not confident INability Reason Suggestions Come for help	Ed. don't take opportunity	M4/p3 M4/p4 M4/p5 M4/p14 M4/p4

5.	Poor reader himself	M5.p1
	Poor writer	M5/p6
6.		
7.	Poor reader - self assessment	M7/p1
	Reason - taught himself	p2
	Lot of guy in boys home	p4
	Paranoia	p9
8.	Poor reader	M8/p1
	Reason - never read	p2
	No other people	p4
9.	Yes - poor readers	M9/p6
	Reason - didn't care about school	M9/p7
	Helped him	M9.p8

So you enjoy Reading? Why?

1.	If left alone	M1/p1
	Never reads at home	M1/p1 & 2
	Comments on disturbances	M1/p7
2.	Depends on material	M2/p3
3.	Depends on material	M3/p1
	Reading something is alive	M3/p6
4.	Yes enjoy	M4/p1
	Fills in time	p1
	Scope	M4/p2
5.	Reads small parts of the Sun	M5p1
	Doing reading at Ed.	M5.p1
	Doesn't want to be able to read books	M5/p3
	but wants to read paper	M5/p10
6.	Reads inside	M6/p5
	Doesn't really enjoy	M6/p6
	Boredom	M6/p6
7.	Yes - enjoy	M7/p1
	But poor reader	
8.	poor reader	M8/p1
	Wants to read well	
9.	Yes enjoy - but specific about likes	M9/p1 & 3
	Magazines	
10.		
11.		

Do you enjoy Writing? Why?

1.	Writes 1 letter per night	M1/p18
2.	Do sn't mind it Does a lot of sriting - courses And letters	M2/p9 P7 P8
3.	Writing is hard Difficulties	M3/p7
4.	Writes a lot Course/letters/poetry	M4/o7 M4/p8 & 9
5.	Problems with spelling Can't write	M5/p3 M5/06
6.	Writes more for contact	M6/p7 & 8
7.	Writes but badly Wants to but doesn't like to No letters at moment Doesn't write "says" them	M7/p5 M7/p5 M7/p6
8.	Writes a lot Contact boredom	M8/p5 M8/p6
9.	Yes - but specific Enjoy Contact through lots of letters	M9/p1 M9/p9

Reading; What and How Much?

	What			How Much	
1.	Paper Course - Form IV Eng.	M1/p1 M1/p21	1.	Rarely reads 5 books in life in boob	M1/p1
2.	Novels Courses - motor maintenance - heaps Magazines	M2/p1 M2/p3	2.	Quite a lot	M2/p1
3.	Nothing special Mags. Cars - motor bikes	M3/p1	3.	Not much books	M3/p1

4.	Mysteries, horror novels, biographies Craft referral courses	M4/p1	4.	Heaps 300-r00 p's p/w	M4/p1 M4/p2
5.	Sun	M5/p1	5.	Tries	M5/p1
6.	Finished book recently Magazines bits & pieces Form IV	M6/p1 M6/p2 M6/p3		Not much	M6/p1
7.	Newspaper Poor reader Anything that interests me	M7/p1 M7/p8			
8.	Novels Form Iv	M8/p1 M8/p15	8.	Not much Poor reader	M8/p1
9.	Cars - magazines A paper every morning Prefers magazines Course work	 M9/p1 M9/p4	9.	A lot	M9/p1

Access to Reading material

1.	Hardly anything in library Not big choice	M1/p2 M1/p2
2.	More car maintenance mags.	M2/p14 & 15
3.	Only there few hours	M3/p1
4.	Expansive but some lacking More easy reading	M4/p19 p19/20/& 21
5.	Just wants to learn Road Rules	M5/p11
6.	Doesn't know yet	M6/p2
7.	No comment	
8.	Satisfied	M8/p1
9.	Books etc. give him shits Wants drug related literature	M9/p1 M9/p3

Writing; What and How Much?

	What			How Much	
1.	Letters-no visitors. Form IV-Eng.	M1/p18 M1/p21	1.	Letter per night	M1/p18
2.	Course work Letters	M2/p7 M2/p8	2.	30 questions & 1 essay - 4 p's Lot of letters	M2/p8
3.	1 letter	M3.p7	3.	Not much Writing is hard	M3/p7
4.	Letters 2 or 3 pages per day Letters for other people Course work Poetry Magazine	M4/p7 M4/p8 P8	4.	A lot	
5.	Can't write Gets other to do it	M5/p6	5.	Has difficulty with writing	
6.	Letters 3 Draft system	M6/p7 M6/p8 M6/p9	6.	Fair bit lately	M6/p7
7.	Wants to but can't	M7/p5	7.	Not good writer	M7/p5
8.	Letters 4th Form	M8/p5 M8/p15	8.	A lot	M8/p5
9.	Writes letters 2 o4 3 Course	M9/p2 & 9 M9/p4	9.	Everyday	M9/p9

What was the last piece you read?

1.	Hijacking plane	M1/p7
2.	Rocky	M2.p5
3.	Article on Fords	M3/p5
4.	--	
5.	Paper	M5/p3
6.	"Return to Mars"	M2/p1
7.	Don't know - poor reader	M7/p1
8.	E.T.	M8/p3
9.	Car magazine	

REFERENCES FOR CHAPTER II

".....their opinions and suggestsions on the ways in which reading and writing may be more effectively taught within the prison context".

BENDIGO PRISON

Opinions on relevance - non-relevance of education

	Relevance			Non Relevance	
1.	Help perhaps depends on method used. Eng. as 2nd Language	B1/p5		Only few take ed. seriously Depends on individ.	B1/p9 & 10
2.	Help with handwriting	B2/p16		Preliminary Eng. no help outside	B2/p10 & 11
3.	Wants to work on HSC Other think Ed. O.K.	B3/p4 B3/p24		Mechanical attitude	B3/p16 & 17
4.	Course in writing Helped but needs more help with expression	B6/p2	4.	Ed. not popular Teachers like officers	B4/ 12 B4/p13 & 14
5.	Most guy like it	B7/p5	5.	Most not interested in ed. & explanation	B5/p6
6.	Courses in mechanics etc Enthusiastic about ed. Examples 70% think ed. good	B8/p1 B8/p9 B8/p11 B8/p13	6.	Most not interested because depressed	B6/p5
7.	Creative writing course help with writing	B9/p17	7.	Lazy & don't go near Ed.	B7/p5
8.	Different reason for going to school	B10/p8	8.	Problems with Pentridge ed.	B8/p10
9.	Did HSC in B Division Helpful teachers	B11/p14 B11/p15	9.	Too many courses	B8/p10
10.	Most appreciate ed.	B11/p15	8.	No help with work	B10/p4 & 6
11.	Good people in Ed.	B11/p15	10	No indiv. help	B11/p15
12.	Helping with basic Literacy & Numeracy Want to learn Spelling and sentences	B14/p1 B14/p2 B14/p11	11.	Ed. is a bludge	B13/p20
			12.	Did Ed.-English too basic Needed to do something. Traditional classroom not approp. Problems of correspondence	B15/p4 B15/p4 B15/p5 & 6
13.	Ed. alright	B16/p12	13	Non committal - younger person	B17/p5
			14.	Ed. could help but doesn't like school	B18/p4

Relevance		Non Relevance	
both		B19/p21	
14. Personal issue	B23/p16	15. Ed as alternative to ind. not encouraged	B20/p4 & 5
		16. custodial nature of staff	B20/ p3 7 & 8
		17. Younger prisoners should be drawn out	B20/p6
		18. Correspondence course not applicable	B23/p4 & 5
		19 Lack of motivation	B24/p11

Poor Readers

1.	Per on exp. tried to teach him themselves	B2/p7 & 8
2.	Poor readers - no approach to Ed. Want to but how Problems of poor readers	B4/p7 & 8 B4/p16 B4/p
3.	Can't help unless ask for it	B5/p7
4.	Know non readers - but don't ask for help	B6/p1
5.	Ask for no help - return to prison	B6/p6 & 7
6.	Won't admit it	B7/p2
7.	Poor readers institutionalised Ed. only help if asked for or separate tuition Twiece as many left	B8/p4 & 5 B8/p5 B8/p14 B8/p16
8.	Doesn't care B	B9/p5 & 6
9.	Lack of interest	B10/p2
10.	Guys are shy	B11/p6
11.	Ask for help from peers Self help issue Helped	B13/p5 & 6 B13/p7 14/p1
12.	Non readers not interested	B16/p3
13.	Poor readers went to school	B18/p3
14.	Poor readers not to Ed.	B20/p3
15.	Poor readers not analytical	B20/p8 & 9

16. Library problems	B22/p23
17. Non readers shy	B22/p28
18. Non readers - subject helped	B24/p6
19. Problems of non reader	B26/p9,12 & 13

Suggestions

1. Learn to control feelings & rehabilitations	B1/p10
2. More personal approach	B2/p18
3. More people to teach	B2/p18
4. Identification with learner	B2/p20 & 21
5. Long pre-sentences a problem	B3/p25
6. Literacy testing	B4/p7
7. Forced to learn - only solution	B4/p17 18,19 & 20
8. Changes in client type - get lazy ones up there	B7/p5 & 6
9. Make it more enjoyable	B8/p5
10. Reward system for ed.	B8/p13
11. Access to materials on holidays	B8/p7
12. Special class for non readers	B10/p2
13. Specific ed. purposex jails	B10/p3
14. Updated Library	B10/p6
15. Problems of system	B15/p11 & 12
16. More care in selecting courses	B19/p21
17. More practical courses	B19/p22
18. Fundamental in attitude of staff Pentridge example Outside visits Opportunity	B20/ p7 & 14 B20/ p10 & 11 B20/p13 & 15 B20/p17
19. Learning important - videos	B20/p23/24
20. More books available - Ed. Centre threat	B21/p36
21. Greater flexibility of programmes	B22/p22
22. Attractivemess - Creativeness	B22/p23 & 24
23. A in attitude - encouragement	B20/p5

FAIRLEA PRISON

Opinions on relevance - non-relevance of education

1.	Ed. is a release	F1/p12
2.	Teachers have time. 1 to 1	F2/p3
3.	Everyone pleased - range of subjects	F2/p9
4.	Good ides - new ideas	F3/p14
5.	Ed. staff helped with English	F4/p2
	Studying Eng. as a correspondence course	F4/p7
	Women think it is good	F4/p9
6.	Glowing report for literacy education	F5/p3
	Ed. in general	F5/p14
	Role of teachers as confidantes and friends	F5/p15

Readers; Non-readers

1.	Poor readers helped Example	F2/p3
2.		F4/p7
3.		F5/p3

Suggestions

1.	Problems with correspondence courses	F1/p2 &3
2.	Hard to get extra sessions	F1/p12
3.	More day to day reading material	F2/p1
4.	More sessions	F2/p9

Drama	F1/p9
	F3/p6

CASTLEMAINE PRISON

Opinions on relevance - non-relevance of education

Relevance		Non Relevance	
Atmosphere of ed. encourages learning	C1/p10	Studying French - no-one can help	C1/p5
Doing photography - exploring field alone	C2	Variety of subjects no thorough teaching	C1/p11
Doing matric	C3/p3 & p25	Wants to improve hadwriting - can do himself	C2/p7
Breaks down hostilities	C3/p8	No guidlines for learning	C3/p1
Confidence building	C3/p9	Problem-peer pressure	C3/p1
Intellectual freedom	C3/p10		
No attitudes	C4/p10		
Pleased with help	C8/p10 & 11		
Poor reader helped	C5/p3	Depend on correspondence	C6/p7 & 8
Helping with spelling	C5/p7	Loss of interest	
Prolific writer		Lack of contact	C6/p9
Example of help given		Need supoort & hasn't got it.	C6/p7
Most people enjoy ed. - relaxed atmosphere	C5/p9		
Studying pottery	C7/p2		
Doing something positive	C8/p2	Some regard Ed. as a waste of time	C8/p23
Bus. Management & Law	C8/p3	but counter opinion	C8/p24
Use time well	C8/p3		
Up to date Ed. Centre	C8/p19		
Freedom of expression	C8/p25		
Appreciative of Ed. service	C9/p20	Lack of motivation of non readers	C9/p15
Completing BA	C10/p1		
Cooperative teachers for materials	C10/p4		
Treated well	C10/p15		
		Wants help with communication	C11/p6,7 & 8
		Lost interest and motivation	C11/p1

Poor Readers

1.	Surprised by number of non readers	C1/p11
2.	Can't read at all 'plastic gangsters'	C2/p5
3.	Poor reader - description	C8/p12
	Hasn't asked teachers help	C8/p13
	Abusing himself	C8/p13
	Comment on poor readers situation	C8/p15
4.	Knows a lot of non readers	C9/p12
	10 out of musterof 90	C9/p13
	Lack of motivation	C9/p15
5.	Knows poor readers	C10/p8
	No group teaching	C10/p17
	People afraid	
6.	A lot of people are poor readers	C11/p3
	1 to 1 basis for teaching	C11/p4

Suggestions

1.	Better stocked library	C1/p12
2.	Issue of motivation - personal	C2/p9
3.	Concentration on team effort	C3/p6
4.	Reduce long sentences - remission for school attendance	C3/p7
	Incentive	C3/p35 & 36
5.	Glossary of books and pamphlets	C3/p18 & 19
6.	Help people to communicate & learn for themselves	C3/p30 & 31
7.	Acceptance of intellectual standards	C3/p38
8.	Better stocked library	C5/p11
9.	More available and approachable teachers	C8/p27 & 28
10.	Equal relationship important	C10/p7
11.	Group sessions	C11/p9

WINLATON YOUTH TRAINING CENTRE

Opinions on relevance - non-relevance of education

	Relevance		Non Relevance	
	Low-Security-Section			
1.	Homecrafts - valuable	W1/p3 p4		
	compulsory subjects	W1p5		
	Choices			
	Legal studies - value	W1/p6	**Opinions**	
	Correspondence	W1/p7	outside school	
			some can't stand it	W1/p12
2.	School Section		**Opinions**	
	Private project with the staff help	W2/p2	Some good	
			Some bad	W2/p11& 12
	Wants to be faster reader	W2/p6	Won't admit like it	W2/p13
	Hasn't asked for help with writing too private	W2/p10		
	Starting correspondence	W2/p12		
3.	Low Security Section		**Opinions**	
	No courses -job hunting	W3/p11	Dependent on personal circumstance	W3/p14
4.	School Section		**Opinions**	
	Preferred outside school	W4/p2 & 3	Explanation of negativism	W4/p9
	Form 2	W4/p4		
	Home - went to outside school	W4/p7		
	Enjoys this school	W4/p10		
5.	Doing Form IV	W5/p3	**Opinions**	
	& correspondence Art		Botj sodes pf argi,emt	W5/p12
	Likes it	w5/p3		
	Prefer outside school higher standard	W5/p13		
6.	Oral reading problem	W8/p1	**Opinions**	
	Poor handwriting	W8/p10	Some need fore ed.	W8/p13
	Improve herself			
	Cottage home experience	W8/p11		
	Ed. works in W	W8/p12		
	School stops boredom	W8/p11		
7.	Loves English	W11/p5	**Opinions**	
	Outline of subjects	W11/p5	Lot hate it	W11/p15
	Prefers outside school			
	Reasons	W11/p6		
	Hates her handwriting	W11/p11		
	her remedy	P12		
	Doing Form IV	W11/p13		

Remand Section

8. Practice reading	W6/p3	**Opinions**	
Basic English	W6/p4	Most sensible	W6/p11
Compulsory school	W6/p4		
Subjects	W6/p5		
Loves school	W6/p5		
Why?	W6/p12		
9. Self assessed poor reader	W9/p2	**Opinions** Positive	W9/p13
Help herself - practice	W9/p3		
Wants to improve spelling	W9/p8		
Really good school	W9/ p10		
& reasons	P11		
Description of courses	W9/p11 12& 13		

School Section

10. Can't do English properly	W7/p4 & 5	**Opinions** Don't know why	W7/p8
Alright school	W7/p5		

Hostel Section

11. Day programme	W10/p1	**Opinions**	
Typing-child care beneficial	W10/p1	Unsure	W10/p8
Organisation	W10/p1	Some trying to get out of it	W10/p8
Liked it at W	W10/p3		
Want to improve handwriting	W10/p5		
Easier to learn	W10/p11 & 12		

Poor Readers

1.	Knows - poor at everything	W1/p3
2.	Knows poor reader - bad edn.	W2/p4 & 5
	Staff help	W2/p5
3.	No poor readers	W3/p3
4.	Knows poor reader - peer help	W4/p4
5.	Know poor reader	W5/p2 & 3
	Case study of helpless poor reader	W5/p5
	Peer help	W5/p6

6.	No poor readers	W8/p8
7.	Yes poor reader -	W11/p4
	Doesn't want help	W11/p4 & 5
8.	Poor readers try to help	W6/p3
9.	No poor readers	W7/p2
10.	Poor reader - yes - helped	W10/p4

MALMSBURY YOUTH TRAINING CENTRE

Opinions on relevance - non-relevance of education

	Relevance		Non Relevance	
1.	Form IV Eng.		Learn to spell unsuccessful	M1/ P21 & 22
2.	Motor mechanics course	M1p1	Most like Ed.	M2/p13
	Unit method	p2		
	Enjoyed course	M2/p3		
	Crane driver's course	/p5		
	qualification	/p5		
	Problem with spelling but takes time	M2/p9		
3.	Working on writing with teacher	M3/p2	Use or abuse	M3/p11
	Missed school	M3/p3		
	Better day to day skills	M3/p4		
	Problem	M3/p5 & 6		
4.	Interior decorating	M4/p8		
5.	Reading/spelling with teacher	M5/p1	Some think its alright other don't	M5/p11
6.	Doing Form IV	M6/p3	Alright and not alright	M6/p11
	Wants to understand more words & read quicker	M6/p6		
	Helps himself			
	For life course	M6/p11		
7.	Poor reader			
	Started with Ed.	M7/p1 & 2		
8.	Self assessed poor reader - being helped	M8/p2	Some think school is a bludge	M8/p16
	Handwriting/spelling poor	M8/p7	Blokes put themselves down	M8/p18 & 19
	has advice			
	doing Form IV	M8/p15		
	Likes school	M8/p15 & 16		
9.	Motor mechanics course	M9/p4	Bludge attitude	M9/p12
	Leaving school		Outlines problem	P9/p12

Poor Readers

1.	knows young blokes	M1/p2
	miss out on Ed.	M1/p7
	embarrassment a cover up	p7 & 8
	success of teacher - example	M1/p8
2.	knows non readers	M2/p6
	don't care	
	set in ways	
3.	Poor writer - getting help	M3/p4/5/6
4.	Non confident - but done come to Ed.	M4.p3
	Go to workshop	M4/p3
	Approach peers - embarrassment	M4/p14 & 15
	Forgotten basics	M4.p16/17
5.	Himself a poor reader & writer	M5/p1 & 2
	Attending school	
	Problems	M5/p6 & 7
6.	Self assessed poor reader	M7/p1
	Ed. help	M7/p2
	Other poor readers don't care	M7/p4
	or scared	M7/p8 & 9
8.	Self assessed poor reader - helped	M8/p1
9.	Knows non readers	M9/p6 & 7
	Help from peers	M9/p7

Suggestions

1.	Can't make it more attractive	M4/p4
	Won't admit problems	
	Practical courses	M4/p5
2.	More basic books	M4/p19/20/21
3.	Leave them along	M5/p11
5.	Motivation important	M6/p15 & 16

REFERENCES FOR CHAPTER III

"......the role, if any, that reading and writing may play in individual cases of rehabilitation".

BENDIGO PRISON

Vocational - Personal Uses of Literacy

Courses		Vocation	
1. None as yet Wants to improve spelling and grammar	B1/p4	1. Previous job - import jewellery literacy tasks involved Better standard of reading and writing helpful when leaving prison	B1/p8 & 9 B1/p11
2. Course of video Lot of reading and writing Returning to school to learn to write	B2/p3 B2/p4 B2/p9 & 10 B2/p12	2. Lighting business in South Australia, Job is arranged Therefore help with handwriting	B2/p14 15 & 16 B2/p16
3. Wants to start HSC No distractions Enjoys study	B3/p6 & 7 B3e/p7 B3/p8	3. Tried HSC 2 years ago too difficult with work as well wants to do social work course Job before prison - selling cars Wants to be a student when he leaves Bendigo Outlines problems of those who leave prison	B3/p5 B3/p6 B3/p18 B3/p22 B3/p25 & 26
4. Course at BCAE (ed leave programme		4. Long stay - not making plans has had offers Discussion of causes of recidivisism Problems of non-readers facing the world	B4/p11 & 12 B4/p15 & 16 B4/p21
5. Pottery course at Tech Staff will help with essays	B5/p1 B5/p5	5. Pottery	B5/p6
6. Writing course	B6/p2	6. Job - steel fixing fixed up Reading & writing tasks	B6/p3 & 9 B6/p5
7. No course		7. Was stor manager Interested in photography Reading & writing demands Did it at Pentridge	B7/p4 B7/p5 B7/p7 & 8

8.	Electronics Diesel Mechanics etc. B8/p1 Tutor B8/p11 Full time education Six courses B8/018	8.	Auto electrician B8/p2 Truckes B8/p12 Not much reading & writing B8/p13 Problems of getting out B8/p14 15 & 16 Over qualified B8/p19
9.	Creative writing course B9/p1	9.	Wants to publish books of poetry B9/p12 Writing when he leaves B9/p19 & 20
10.	Boiler attendant's course B10/p4 Independent work B10/p4	10.	Job as boiler attendant when released B10/p5 Needs certificate with reading and writing tasks B10/p12
11.	No course	11.	Dimensional design B11/p3 Professional fishing for living B11/p6 Problems of reentry B11/p10 Fitter & turner by trade B11/p14 Building job - sheet metal. Jobs to go to. B11/p20
12.	German English courses B12.p1	12.	Had job in jewellery B12/p11 Maintain books in Eng. B12/p5
13.	Pool care course B13/p11	13.	Pool care business prospect B13/p14
14.	Basic Eng. course helped him B14/p1 EDU course/welding B14/p6	14.	Didn't have job B14/p7 Writing not up to standard B14/p7 Job in Melbourne B14/p7 provided read & write B14/p8 & 9
15.	No course Was doing course but disillusioned B15/p4 Did rigging - no practical opportunitites B15/p4 & 5	15.	Rigging job B15/p5 Not much reading B15/p11 Just finishing app'ship in fitting & machining B15/p8
16.	No course Learnt to type B16/p6 Built garden B16/p6 Attendance Centre B16/p7	16,	Job to go to hire service B16/10 &11
17.	No courses B17/p3	17.	No job B17/p4 Factory work B17/p5
18.	No course	18.	Motor mechanic but not enough education B18/p6 Labourers job.

19.	No course now but did navigation/14 mnths	B19/p8 & 10	19.	Timber mill job before	B19/o13
	A freelance journalism	B19/p16		& before a fisherman	B19/p14
				Railway work in future	B19/p15
20.	B.A.		20.		
21.	No course	B21/p34	21.	Working not a problem	B21/p10 & 11
	Writes prolifcally	B21/p1 & 2		Rehabilitation	B21/p14 &15
				Problems of release	B21/p17 &20
				Could be headcook in prison	
				could be cook or machinist or barman	B21/p28
22.	No course		22.	Not worried about work	B22/p17
	Interest in video	B22/p2		Lack of work orientation	B20/p20 &21
				Teach skills of some sort	B20/p22
				Job philosophy	B22/p34
				Work release	B22/p43 &44
23.	Media course	B23/p3 &4	23.	Unclear about job prospects	B23/p13 P16
24.	No course		24.	Crane driver & rigger by trade. Had dairy farm going back there	B24/p10
				Jail no cure for anything	B24/p12
25.	Fist Aid Course		25.	Punching	B25/p5
				Lost	B25/p9 & 10
26.	Basic Eng. course		26.	University if English is acceptable	B26/p8
				Cook	B26/p15

Personal Development

1.	Control of feeling	B1/p10 & 11
2.	Change in attitude wants to accomplish something	B2/p13
3.	Reading makes time fly	B3/p3
	Wants to achieve something	B3/p5
4.	Spends a lot of time with his micro computer	B4/p1
5.	Reads for information about pottery	B5/p1
	Likes to learn	B5/p4
6.	Reading is a release	B6/p7
	Reading is learning	B6/p2
	Writing for development	B6/p4
7.	Writes to wife - lots of poetry	B7/p1
	Offer of publication	B7/p3
8.	Reads for courses	B8/p3
9.	Reflective quality of reading	B9/p6
	Wants something to show for it	B9/p12
	Keep mind out of jail	B9/p14
10.	Wants to prove he's not a flop	B10/p5
	Working virtually alone	B10/p4
	Writing helps allay time	B10/p11
11.	Used to read a lot but moved to dimensional design.	B11/p1
	Explanation	B11/p1
	Release	B11/p4
	Wrutes fir himself a lot	B11/p11
	Analytical sessions	B11/p16
12.	Wants to improve English usage	B12/p2
13.	Writing - time to himself	B13/p8
	A release	B13/p11
14.	Improve himself	B14/p2
	Self image improved	B14/p10
15.		
16.		
17.		
18.	Reading - forgets where he is.	B18/p1

19.		
20.	Knowledge	B20/p2
	Drama Group - Pentridge	B20/pk6
21.	Writing - mind released	B21/p4
	Reading	B21/p30
22.	Reading kept him sane in H division	
	4 to 6. Wuote p.7	
	Importance of outside contact	B22/p4 & 42
23.	Reading occupies mind	B23/p1
24.	Reading to relieve boredom - think about other things	B24/p2
	Write to take you away	B24/p4
	Self expression	B24/p7
25.	Leisure & learning	B25/p1

FAIRLEA PRISON

Jobs before and after

1.	Job with arts but realistic about chances	F1/p10
2.	Contine writing	F2/p7 & 8
	Return to farm	F2/p9
3.	Farm job	F3/p10
	Stud farm	F3/p11
4.	Previous factory job	F4/p8
	Better Eng. - better job	F4/p8
	Receptionist	F4/p9
5.	Qualified nursing sister	F5/p24 & 25

Courses

1.	Psych	F1/p1
	Computer programming	F1/p1
	Advantages of course work	F1/p1
	Drama	
	Computer - self taught	F1/p4
	Enquiries at TAFE no help	F1/p4
2.	Short story writing	F2/p4
	Wants to write child's book	F2/p4
3.	Drama Group	F3/p5
	Ed. Centre advantages	F3/p14
	Tuping and cookery	F3/p15
4.	Eng. as 2nd language	F4/p1
	Engl courses	F4/p2
	Reading acclimatization	F4/p3
	Eng. correspondence course	F4/p7
5.	Art course	F5/p4
	Cooking class	F5/p21

Personal Development

1.	Sense of progress associated with work	F1/p2
2.	Drama group - reading and writing development	F1/p8,9,10
3.	Value of writing as a record of past history	F2/p5 & 6
	and development	F2/p5 & 6
4.	Always learning through reading	F4/p4
	Not like jail	F4/p4
5.	Art course - personal expression	F5/p5
	Spanish girl example	F5/p8
	Value of Ed. as counsellors	F5/p15
	Routing before	F5/p14

CASTLEMAINE PRISON

Courses		Vocation	
1. Studying French	C1/p2	1. Was postal sorter Pensioner when out	C1/p9
2. Photography Course 5 course - Tech	C2/p1 C2/p6	2. Detail draughtsman Reading & writing requirenents	C2/p7 C2/p8
3. Matriculation Comment on value of courses	C3/p3 & 25 C3/p27	3.	
4. Maths course Needed for job	C4/p9 C4/p10	4. Few jobs Sales rep. job when released Not much reading & writing	C4/p9 C4/p9
5. Writes a lot Pottery course General recommendation of education	 C5/p7 C5/p9	5. Illegal job Pastrycook Job as pastrycook No reading & writing Print book of poems	C5/p8 C5/p8 C5/p8 C5/p9
6. Electronics course	C6/p1	6. Tropical fish collecting them	C6/p6
7. Pottery	C7/p2	7. Pottery & Theatre	C7/p10,13 14 & 15
8. Business Management & Law	C8/p3	8. Open up business Motor mechanic before prison Same job when leaves	C8/p3 C8/p2 & 22 C8/p22& 23
9.		9. Foreman at iron foundry Swimming instructor when released requirements	C9/p18 C9/p18 C9/p19
10. B.A. Major in psychology & Sociology Advantages of study in prison	C10/p1 C10/ p2 C10/p16	10. Studying full time before prison Reading handled well	C10/p16 C10/p16
11. Lost interest in courses	C11/p1	11. Purchasing Officer No troubles with reading & writing Job prospects	C11/p8 C11/p8 C11/p9
Comment about rehabilitation			C11/p10 & 11

Personal Development

1.	Reads for pleasure & learning 'Mental workout' Reflection Writing - expressing thoughts	C1/p1 C1/p5 C1/p6 C1/p8
2.	Reading exercises brain Gain knowledge on certain things	C2/p1 C2/p3
3.	Reading relieves mood Interpretation Education gives confidence building Different perspective Growth Change your direction	C3/p4 C3/p4 C3/p9&10 C3/p22 C3/p23 C3/p31 & 33,34
4.	Reads to learn	C4/p1
5.	Writing for relaxation	C5/p6
6.	Reads for enjoyment	C6/p2
7.	Reading for knowledge Understanding	C7/p2 C7/p6
8.	Opportunity to write & study Learn for qualification Reading - peace of mind and time element Comment on importance of reading and writing Importance of reading & writing in course	C8/p1 C8/p5 C8/p4 & 15 C8/p16 & 17
9.	Writes to maintain contact	C9/p2
10.	Fiction reading gets rid of time Study reading - enjoys it Writing for stimulation	C10/p5 C10/p12
11.	Problems with expression - writing	C11/p6

WINLATON YOUTH TRAINING CENTRE

The Uses of reading and writing, before and after detention

1.	Going back to school	(Hostel)	W1/p7
	Motor mechanics or child care or shop assistant		W1/p7
	Did work experience		W1/p7 & 8
	Going to TAFE - doesn't know courses		W1/p11
2.	Previous employment facoty & chicken shop		W2/p10
	Kids		W2/p11
	Back to school	(School)	W2/p9
3.	Job hunter	(Hostel)	W3/p6 & 11
	Any job		W3/p13
	Cope Okay		W3/p15
4.	Returning to school		W4/p15
	Child care		W4/p8
	No idea of demands		W4/p9
	Maybe an architect		W4/p9
5.	Correspondence Art	(School)	W5/p3
	Continue with Art course		W5/p11
	TAFE		
	Lot of reading & writing cope - unsure		W5/p12
6.	Returning to school	(Remand)	W6/p7
	Wants to do hairdressing apprenticeship		W6/p9
	Cope with reading & writing - Yes		W6/p10
7.	Returning to school		W7/p5 & 6
	Hairdressing course		
	Doesn't know about reading & writing tasks		W7/p7
8.	Cottage Parent	(School)	W8/p3 & 6
	Wants to get HSC		W8/p12
	Information about courses		W8/p1w & 13
	Wants to go & live with Dad in S.A.		W8/P21 & 22
9.	Poor reader - self assessed	(Remand)	
	might go back to school		
	Finished Form 2	W	W9/p3
	Unclear about any job		W9/p9
	Any work		W9/p10
10.	School - work prep - job hunter	(Hostel)	W10/p3
	Wanted to work with horses		W10/p6-8
	Reading and writing demands - minimal		W10/p7
11.	Returning to school		W11/p13
	Mothercraft - when 17 years old		W11/p14
	Reading and writing - would cope		W11/p15

Courses

1.	Homecrafts - survival in private board Advantages Form III	(Hostel)	W1/p4 W1/p4
2.	Private project	(School)	W2/p1 & 2
3.	School		W4/p4
4.	Form 4 Art course	(School)	W5/p3
5.	Courses	(Remand)	W6/p4
6.	Form IV	School	
7.	Attends school		W8/p10
8.	Compulsory school	Remand	W9
9.	Comes to school in Winlaton because she likes it.	Hostel	W10/p1
10.	English Maths & electives	School	W11/p5

Personal Development

1.	Reading - more education (Hostel - Job hunter)	W3/p3
2.	Release through writing	W5/p10

MALMSBURY YOUTH TRAINING CENTRE

Courses		Vocation	
1. Form IV English	M1/p21	1. Thieving	M1/p23
Spelling	M1/p21	"It's me job"	
2. Motor maintenance		2. Personal reason	M2/p2
Lot of reading	M2/p1	Quite a few jobs before	M2/p12
		Wants to stick to a job	M2.p12
		Any job	M2/p13
3. Self assessed poor reader	M3/p4	3. A job	M3/p6
Help from Education		Contract cleaning	M3/p7
Better functional skills	M3/p4 & 5	Job when released	M3/p8
4. Craft work	M4.p1	4. Modelling prior to detention	M4.p12
Interior decorating quite a lot of reading and writing	M4.p8	Then interior consultant	M4/p13
		No trouble with paper work. Set up art gallery.	
		Art teacher	M4.p14
5. Poor reader & writer	M5/p1	5. Hopes it will help with jobs	M5.p6 & 7
Enrolled in Education for this reason	M5.p1	Bootmaker before detention	M5/p7
		Wants job in abbatoir	M5/p7
6. Form IV	M6/p3	6. Catalogue of past job	M6/p3
Fork lift course	M6/p11	Better job prospects	M6/p5
		Writing	M6/p10
		Leading to job	M6/p12
7. Poor reader & writer	M7/p1	7. Unemployed before	M7/p1
Taught himself	M7/p2	Wants to do landscape gardening	M7/p7
Courses in Education	M7/p3	Jobs easier to find	M7/p3
		Done it before	M7/p8
8. Poor reader	M8/p1	8. Hasn't worked for past two years	M8/p9
Helped by staff	M8/p2	Likes outside work	M8/p9
Form Iv	M8/p15	Spray painting, panel beating Sales rep. (options for jobs.	M8/p11
		Recognises his need for a job.	M8/p14 & 15

9. Motor mechanics course	M9/p4	9. Working with uncle in car business	M9/p5 & 6
Going back to workshop	M9/p4		M9/p10
		Helps uncle	M9/p11

Personal Development

1.	
2. reading & writing associated with courses	
3. Reading and writing for better day to day functioning	M3/p4 & 5 &11
4. Reading occupes time	M4/p1
Indenendence	M4/p2
Personal Expressions in poetry	M4.p8
5. Wants to be able to write & read	M5.p10 & 11
6. Reading passes time	M6/p6
Learning = practical use of time	M6/p4
7. Better reading and writing for information of self	M7/p3
Wants to make something of himself	M7/p4
8. Motivation to learn to read better	M8/p4
Writing for contact	M8/p6
9. Writing for contact	M9/p9

CHAPTER IV REFERENCES

"With reference to reading and writing, what kinds of things do students ask for? What do they say when you first have contact with them? Give some indication of the range and proportion of requests."

QUESTIONS TO TEACHERS IN PRISONS, YTCs AND RECEPTION CENTRES FOR THE LINCS PROJECT

Answers to questions are to be pooled with ideas and information generated by the core group and will be used in building up a full summative picture of issues involved in the development, teaching and learning of Literacy in incarcerating institutions.

Please post the completed schedules to:

Ian Treyvaud
Prison Education Centre
P.O. Box 503
BENDIGO 3550

BEFORE 8th April 1983

N.B. You should limit yourself to an hour for you responses. Your name on the response is requested, but of course not mandatory.
Thank you for your interest and valued support.

1. What, in your own terms, are your aims in working as a teacher in your situation?

2. How do you view the status and importance of literacy education?

3. What are the needs that you are aware of in relation to reading and writing (at any level)?

4. What can be done to respond to these needs?

5. What kind of information or support could you best benefit from in this area? Do you have any special needs?

6. How do you think of literacy and literacy education? What is it and how do you develop it?

7. Describe the contact between yourself and your students. (Set times? Set tasks? Formal? Informal? Depends on......?)

8. With reference to reading and writing, what kinds of things do students ask for? What do they say they want when you first have contact with them? Give some indication of the range and proportion of requests. (Give examples where possible).

9. What special advice would you give someone who was going to take over from you. (With special reference to literacy related issues)

10. Please feel free to extend any of the above answers and/or make any other comments you think pertinent to the business of creating messages and images ('Writing'). Of making sense of, and use of written and printed material ('Reading') in your situation.

Malmsbury	1. I want to learn to write better. Mine is terrible writing! Can you teach me to write? 2. I want to learn to spell because I keep writing words wrong. I'm not good at spelling. 3. I want to read better. Can you teach me? 4. I hate reading! I can't read! You won't be able to teach me! I would say that the majority of students seem to apologise becuase they can't spell everything perfectly. This would be the most common comment when they first come into school. The second most common apology I feel would be when going to read a student's work and they say "Sorry it's a bit messy but I can't write neatly".
Winlaton	Does not apply
Pentridge	"I want to improve my handwriting". "I want to read better". "I want to learn something to get a job". "I want to improve myself". "I want to do my H.S.C.". They primarily want to work on spelling and writing.
Malmsbury	The greatest request is to attain the ability of basic literacy. i.e. to be able to write a letter. To read and understand with some proficiency.
Turana	They ask for correspondence courses - accreditation. Generally they don't ask for literacy activities but are

encouraged to write for school magazines or to co-operate with a school requirement/request.

They ask for: - novels related to current movies, Ram/Juke magazines, Punk books. Tattoo Design, Horror stories.

Most initiatives are motivated after intensive delivery into their interests or what they may be interested in. Little initiative from students.

Winlaton

Letter writing - some.
Job applications - lots.
Cursive writing - one.

Winlaton

I am not a classroom teacher. I tend to try to always work with a group of teachers and youth and as such develop a group working situation.

The issues discussed depend on the situations. In one particular group we have spent considerable time discussing the issue of censorship and we have worked together on a positive response to this issue.

Other issues in other groups include:-

- the institutional procedures and how they affect youth, how to air grievances logically and with evidence. (This involves collating information around the issues).
- the world of work and how it affects all youth, and all people (information around these issues).

Youth are now asking for institutional policies which relate to these issues.

	Winlaton is about to have a Mural. Youth have been involved in the planning and organisation of this project (which has aroused considerable controversy I might say). One youth has been involved directly in the controversy and has helped me in working this through.
Winlaton	With few exceptions new wards don't request work in the area of reading and writing. However with encouragement we can achieve quite a lot in the area of remediation if care is taken that the youth does not feel at all threatened in the group and having to return to basic or near to basic levels of reading and spelling.
Winlaton Remand Centre	1. Library books - a first request. 2. Time for letter writing. 3. Work sheets that require little effort. 4. School work - same text or level of text that they've had at school. 5. Poetry. 6. Spelling lists and cards. Very few girls are actually interested in reading daily "Sun". However, are ready to devour "Dolly" magazines and "Cleo" or our internal magazine "Rave".
Tally Ho	Negligible - Maybe a few manuals. This is the bomb out area and has to be avoided if possible!! Motivation! The great requirement. Softer Options e.g. Cards for Work Education/Comprehension.

Malmsubry

The most common requests are to improve spelling and handwriting. (By far). In fact apart from those who have stated "I'd like to improve my Education or I'd like to learn more", I've never been asked to teach a student to improve his communication or expression skills. It seems that most think that by learning to spell and to write neatly, they will become 'educated' people.

Some requests and comments have been:-

- I'm no good at reading.
- I was never any good at reading.
- Can you teach me to spell?
- I can't do double writing.
- I can read better to myself. I can't read out loud.
- I can't think of anything to write or I can't write.
- I'll never be any good at writing.

Langi Kal Kal

The range of requests is limited. The majority of students request:

reading)
spelling) Virtually all clients
handwriting) focus on these skills.

In addition, a smaller percentage of students request tuition in punctuation. I had expected a greater interest in survival skills, such as reading/filling in forms and applications. However, the trainees have, almost without exception, requested a formal approach to English sessions. A very small percentage of trainees are involved with TAFE Off-campus programs. These trainees are at Langi

	Kal Kal for several months and are keen to complete one unit of study. Preliminary English is the most popular choice.
Langi Kal Kal	- Assistance with high interest reading material. - Requests for magazines which interest them e.g. Bike Mags., Car Mags., Van Mags., etc. - Current novels on film themes etc. - Hobby titles, such as weight lifting, sport, vans etc. - With writing. A lot of trainees print, and want to change it to script - some stick with individual assistance, but a lot find it too frustrating and tiring.
Malmsbury	- The most frequent request I face is - "I want to get my Driver's Licence. What do I do?" This requires reading a written exam. Thirty out of a possible 231 questions are asked. Learning these is a daunting task. Understanding and memorising - both necessary. - "I want to improve my writing"- which to begin with, mostly means handwriting but includes written expression generally. - Letter writing - variation of content. - "I want to do a course so that I can get a job when I get out".
Malmsbury	They want to learn to write (they actually mean the art of letter formation, not the skill of putting words into sentences).

Letters are very important as it is the only link back into society for some - letters offer comfort, status in front of your peers.

Baltara	A. Writing - Letter writing, Play scripts for video Word Search puzzles Reading - Comics Sex Education books B. "Can you help me......? "I want to............?
Baltara	-
Turana	Usual requests are for help with letter writing, desire to improve handwriting and spelling. Some others want to embark on a project on their own in which they research reference books. Others express an interest in writing for the Turana magazine or for their own pleasure. Some say "I can't read at all", but they usually can while others are very blase about their literacy skills but this is a front to cover inadequacies and has to be handled discreetly. Very few request a novel to read but most like to look at the newspaper (Sun) each day.
Sale	Although a small prison - the range of requests is enormous. They can be basically grouped as follows:- A. Practice in numeracy/literacy skills. (mainly letter writing, self expression, spelling, basics survival maths). B. Interest based time consumption courses such as navigation, pilots licence, hairdressing etc. C. Vocational Studies - B.A. and other degree subjects. Whole range of TAFE (Australia wide) courses.

	Many fellows make use of our "prison library" which consists of subscriptions to a whole range of magazines plus paper back populars.
-	Generally the first thing students ask for if they are going to read is "an easy book with pictures". Writing of letters. Otherwise their reading is generally interest based.
Beechworth	Students ask for help in specifics. They want to "learn to spell", to write letters, to improve their handwriting. In many cases if they are placed in a position of having to write a letter or make a written application they will come and ask the teacher to do it for them. This is the time to try and get them involved in the program as they have identified the need.
-	- I want to do some English (most) - I want to do some Spelling - I want to do some Handwriting
	I would say that the majority of contacts are made from the point of view of us asking if the prisoner would be interested in studying English. On a positive response, they are usually willing to take what we have to offer.
-	1. Grammar type exercises. 2. Comprehension exercises. 3. Word - sentence usage (foreign students)
Ararat	Almost all students interviewed who want to attend school indicate that they would like to improve their English -

regardless of their educational level. All want to improve their spelling ability.

Pentridge

The majority of students want help with spelling, 65% - 80%, but at a later date many reveal they really need help with self-expression; being able to get their thoughts down clearly on paper.

Others express a desire to improve themselves in terms of punctuation. They're unsure of where to put a full stop or comma. This ties in with the self expression bit but they often cannot see the relationship.

Pentridge

A set course. The range is vast from a simple request to learn to read. To detailed requests covering spelling, reading, writing, speech etc. They all request to be put down for a written course so they can see something concrete in their possession.

APPENDIX C

Recommended Reading List

Abbott, J.H. "In the Belly of the Beast; Letters from prison"; Hutchinson, London, 1981

Adamson, R. & Hanford, B. "Zimmer's Essay;" Wild & Woolley; Sydney, 1974.

Adelman, C. (ed) "Uttering, Muttering; Collecting Using and reporting talk for social and educational research;" Grant McIntryre, London, 1981.

Australian Journal of Reading, "Naturalistic Inquiry, Literacy & Education". A Special Issue; Jerome Harste, Yetta Goodman, Brian Cambourne, Gordon Wells, William Teele.
AJR, Vol. 5 No. 3 August, 1982.

Boomer, G. "Negotiating the Curriculum; a teacher student partnership", Boomer, G. (ed); Ashton Scholastic; Gosford, 1982.

Brennan, M. "Literacy, Literature & Prison". Paper presented at National Council for Adult Literacy Conference, Canberra, 1983.

Brennan, M. et al "Doing Language - an account of a developing teacher project tackling issues of literacy and incarceration". R.C.A.E. Literacy Centre; Wagga; 1983.

Brennan, M. "Never Let a Chance Go By": A short story of a prisoner writing. R.C.A.E. Literacy Centre, Wagga; 1983.

Creswell, R. "Walled Garden;" Poems from N.S.W. Prisons' Ball and Chain Press, N.S.W. Dept. Corrective Services, Sydney, 1978.

Fader, D. "Literacy & Family". A paper. University of Michigan, March, 1981.

Fader, D. "The New Hooked on Books". Berkely Books; N.Y.; 1982.

Findley, Mark, "The State of the Prison; a critique of reform" Mitchellsearch Ltd., Bathurst, N.S.W. 1982.

Freire, P. "Pedagogy of the Oppressed". Penguin, H'worth; 1972.

Freire, P. "Education: The Practice of Freedom". Writers & Readers Publishing Co-op.; London; 1974.

Goodman, K. S. "Let's Dump the Uptight Model in English" in the Elementary School Journal, Oct. 1969.

Halliday, M.A.K. "Learning How to Mean - explorations in the development of Language", Arnold, London, 1975.

Harper, J. & Kilarr, G. "Reading & The Law", IRA/ERIC, Newark, Del., 1978.

Lee, D.M. & Allen, R.V. "Learng to Read through Experience", Prentice Hall, New Jersey, 1963

Nelson, A.J.A. (ed) "On the Importance of Being Literate" Aust. Council for Adult Literacy; UNE; 1981.

Peters, R. S. "Essays on Educators"; Unwin, London, 1981

Smith, F. "Demonstrations, Engagement & Sensitivity: The Choice between people and programmes" in Language Arts Vol. 58 No. 6. Sept. 1981. (USA/NCTE)

Stubbs, M. "Language & Literacy; The Sociolinguistics of Reading and Writing"; R.K.P. London, 1980.

Stubbs, M. "Language Schools & Classrooms" Methuen, London, 1976.

Vinson, T. "Wilful Obstruction; the frustration of prison reform"; Methuen, Perth, 1982.

Williams, M. "Dingo - My life on the run". Fontana/Collins, Melbourne; 1980.

Wooden, K. "Weeping in the Playtime of Others; America's Incarcerated Children". McGraw Hill; N.Y. 1976.

Woods, C. A. "Patterns of Literacy in School & Community". Paper presented at 8th Australian Reading Conference, Adelaide, August, 1982

Zdenkowski, G. & Brown, D. "The Prison Struggle; Changing Australia's Penal System"; Pelican, Ringwood, Vic. 1982.

APPENDIX D

LITERACY, LITERATURE AND PRISON

- a view on the place of literature in the process of becoming and remaining literate

A paper presented by M. Brennan at the National Conference of the Australian Council of Adult Literacy, Canberra, 1983.

If literature is not at the basis of the teaching enterprise then teachers cannot claim to be developing literacy.

The task of teachers of reading and writing is to identify and engage a body and source of literature vital to the client. In most cases this means looking to the client herself.

My following remarks are based on the premise that the process of learning and learning language - learning to become literate - is universal and that this learning process manifests itself in special ways in differing circumstances. In this regard there are some things special about prison and the way in which prison helps, inhibits, highlights and plays down aspects of being (or not being) literate, but the overarching business of being, not being or learning to become literate is part of a universal pattern of learning.

There is no such phenonemon as prison literacy, any more so that there is 'adult literacy', 'functional literacy' or 'survival literacy', as notions with conditions so special that they can afford to ignore basic notions about literacy, learning and human development.

It is useful to talk about literacy and development insofar as it is an aspect, medium or outcome of human learning directed towards the business of either using or creating a literature of some sort. Anything that does not have this aim in mind cannot regard itself as aiding literacy. Controlled vocabulary readers, drilling word lists, laboriously decoding print, writing on topics chosen by others, do not help people become critical users or creators of literature.

I'm talking more about the way we view the learner than I am about a distinction between the road rules book and Dickens. Literature is written language which can be acted upon by reader, writer and critic alike. It is the carrier of images and ideas. Good literature invites the readers to become part of itself by being engaging, provocative, generative, expanding, evocative. Written language which does not do this has to be viewed as constraining the reader rather than liberating the reader.

The directions on the back of the pill bottle or the can of insecticide require creative mindful and critical appraisal just as a novel or magazine invites it. Anyone who suggests that reading is simply a matter of decoding and getting it right only, is implicitly espousing a philosophy about what they believe learning to consist of; errorless reproduction rather than successive approximation. Prison literacy, as an issue, is not a question of finding the magic formula to teach by, but of identifying and responding to the literacy demands and needs of individuals. To do otherwise is to not see prisoners as students and learners. A search for the magic formula is a hazard as is a preoccupation with recipes, directions and methods, which when taken literally, do not work. They do not work because their genesis and evolution are not recognised.

The literal transfer to the classroom of a newly published technique for teaching spelling, with neatly graded steps and stairs aiming towards the production of a 'good speller' is a prescription for educational disaster. Attention is focussed primarily on the mechanics. The learner is a secondary reality in the equation. Failure in whatever form, ranging from boredom to loss of the student, is the result of a lack of understanding on the part of the teacher who thinks that ready made programmes are better than their own personalised instruction. The programme may in fact be a good one, but if there is no understanding of the precepts and assumptions on which the programme is based there is little hope for any identity with the business of learning spelling. The teacher will probably rely on a hazy idea of the techniques involved as the student moves through the course. No one is much better off at the end, and indeed, it is fortunate if they are not worse off.

The pervasivenss of behaviourist theory and practice, in our society, reaches its zenith in the world of advertising which sells not only products but the imaginary worlds which go with the purchase of a product. This mentality encourages a literal comprehension of the world. The constancy of fads and searches for better ways of doing the same tasks provokes a sense of consumption as the mark of success. If other people's products are always better than those which you make yourself then this consumerist attitude will persist. And this is probably the hub of many conflicts and discontents in education, for teachers and student alike. Shopping in the supermarket of tricks and ideas, always searching for that elusive big educational bargain will always leave the consumer feeling unfulfilled. Teaching activity based on sound principles of learning and the wise experience of others requires the mentality of the generator, the investigator and the producer.

Maybe we should learn to read various 'methods and techniques' as parables rather than as prescriptions for teaching. Let's take a couple of examples keeping in mind the way in which the teacher's outlook can influence the implementation of new viewpoints in literacy education.

"Language Experience"

In looking for a place to start with an adult student who wanted to learn to read, the teacher is confused and resentful. He reported his failure with "The Language Experience Approach". He put his failure down to the fact that the method was condescending and thus inappropriate. The failure had taken only one 1 hour session to establish itself.

There are two cues here, even in this short account that should immediate alert us to some gross misinterpretations. Firstly there is an APPROACH being talked about as if it were a METHOD - defined tightly in its form and function. And secondly METHOD is being interpreted as one ACTIVITY; and it is this activity which failed. The overarching failure is however that the teacher himself was not equipped with the IDEA and, when the ACTIVITY failed, any possibility of the IDEA behind the technique ever emerging, failed too.

The idea behind "Language Experience" which leads to it being regarded as a useful approach to teaching reading at all levels is: Material that has been generated by the student is good learning material. It is good because it is predictable in its form and content. It is owned by the student. It provides a ready resource of words and phrases on which to practice. It is extending in that the spoken facility is transferred into print. It is part of learning to control the medium. It is totally adaptable. It is also part of the process of becoming a writer. It does not make talking/listening/reading/writing mutually exclusive categories, but recognises the totality of the process of becoming literate; the act of becoming a controller and generator of information and messages.

It should be noted here that "Language Experience" was a phrase generated by Van Allen and others and describes a whole way of education including classroom organisation, architecture and curriculum. One one hour session hardly does credit to the ideas which this man developed.*

Given this idea there are a number of expressions or activities that can either be thought up or thought about in this way. They include

- -Picture books without text where text is to be provided by the student
- -Written conversations, and Diary Writing
- -Transcripts of tapes
- -Captioning, Labelling and re-presenting pictures, thing and ideas.

Anything which caputres real language that says "something" instead of "just anything" is worth working with.

Mary is a Nics gial good frend lots of fun
a lot of haet verey well manerd very pritey
nics famerley good mum good dad good bruvers
verey good famley I lick them a lot

Mary sounds very nice and she must be a very good friend. Anyone who is well mannered and who's got a lot of heart is worth knowing. You like the family, mother, father, brother~, the lot. Lucky for you. Tell me more. What's Mary's father like.

---

* e.g. Lee, D.M. & Allen R.V., "Learning to Read Through Experience".

Mary's father is a fucken dog I never dun nuthing to him but he just dont like me at all I just dont no whiy so he is nuthink but a dog. May be it is be cos I toock his dorter away from him But its not my folt shey loves me and I love Mary

Well, it certainly was a good question I asked. There's nothing like hitting the spot first time. Anyway its his daughter you're interested in - not him.
I think we've made a lot of progress in the last week or so. When we make some more tapes, what would you like them to be about?

The success of one Language Experience activity is described below by a student in a detention centre recently.

> ".....Jenny did something which I thought was really good, there was a guy here Rick who was not all that well educated, and he sat down with her and just said a few lines and Jenny was jotting down notes as he said them, and she gave it back to Rick and said: "Make something of that". And he made a poem out of it. And that was put into the magazine as well. And I think he would have probably got satisfaction out of it seeing it - something that he had written which were his own words.....Naturally anyone is thrilled to bits if they have something of theirs in print."

"Process" Writing

Let's take another example. Another teacher disappointedly reported that her enthusiasm had been thwarted, and that "The

Graves Process Approach" didn't work in prison because getting any written work published was too difficult.

There are several elements here that sow the seeds of failure. Firstly, initial enthusiasm that is generated without a clear understanding of the notions behind an idea will remain as a disembodied feeling and subject to all the frailities of such.

"The Graves Process Approach" is simply too derived a construction to mean anything very much. And it's all topped off with the definitive "THE". I don't believe Graves ever presented a singular procedure for teaching writing. Rather he has identified, through observation and study, the various aspects of the process that writers, established and developing, go through when they are writing. These observations include an appraisal of a lot of things that lead up to the time(s) when pen is put to paper. He identified the general procedure of writers making drafts which, when worked up to the writer's satisfaction, are submitted for publication.

These observations gave him an appreciation of the process and he went on to suggest that developing writers and teachers need also to appreciate these ideas. This does not mean, however, the establishment of a method where rehearsal, drafts one, two and three and publishing (overlayed by 'conferencing') are called for. What is called for is the appreciation that there are a set of dynamics, take offs, and pressures associated with the process of writing something.

To suggest, for instance, that publishing is a necessary capping of any valid writing, is ludicrous. Publishing has to be understood not only concretely but metaphorically. Publishing can mean the satisfactory display of the work. If the writing has found its audience be it the writer, the class, or the newspaper then this is what publishing is.

Understanding the pressures that all people on an adventure feel is also important. If someone is writing, and writing seriously, it means being prepared to come up with something that wasn't planned, and that he/she didn't previously know. That may be pleasant for some, and threatening for others.

The writing of drafts is important in the process of externalising personal knowledge. Writing which grows from something familiar and comfortable to something new and synthesised about yourself or a situation is a process of reappraisal and learning. Drafts represent a layering of the conscious and sub-conscsious. Each draft reveals something different. These five drafts below, each drawing upon a previous piece reveal different perspectives of the writer and his writing.

> The first time I met Lenny was in prison.
> We were both undergoing a sentence.
> I first noticed him in the exercise yard in "B" division. He sat alone in a distant corner of the rough asphalt yard. As I was walking back and forth across the yard, as I often did. to help me to think, Lenny got up and started pacing beside me. He is roughly my height around 5-8.
>
> ---
>
> He sat alone in a distant corner of the rough asphalt yard. Staring across the yard, with eyes that saw nothing except his inner thoughts. I could understand how he must feel at that moment. For I had often sat alone in the same yard, just as he did now. Deep in thought, unaware of what was happening around him.
>
> ---
>
> Lost within his mind, asking question after question and each question being answered with confusion. Although I'd never met him, at that moment I felt very close to him. I wanted to go and sit by him, and tell him that what he was feeling, I could understand that. I had been through the same experience, and felt alone and confused as he was.

I had often sat alone in the same yard, gazing up at the high, rough blue stone wall. Trying to rid my mind of all the confusion, all the problems, that had engulfed my mind. I wanted to run at the wall with all the speed and anger I had in my body, and try one last attempt at freedom. But I knew it to be a futile attempt. I had resigned to the fact that I was in prison, now the hardest part seemed to be controlling my emotions. A hundred thoughts would race through my mind all at once. Creating furies of emotions that I couldn't deal with. Lost within in myself, I was fighting a battle.

My emotions were like soldiers of war, that I had to restrain. Fighting them back, left me exhausted, I felt drained, the energy withered from my body.

The energy withered from my body, as I laid on the muddy bank of battle field. Pain racked my chest, burning across my ribs. I wanted to scream out for help, but my body wouldn't respond. Darkness was creeping in to my mind. I tried fighting it away but it would only return again, as black and forbidding as ever. The field was quiet, so quiet as death itself. How long had I been lying here? A few minutes, hours? Days maybe.

> I wanted to scream out for help, to yell up at the plane that circled above. But I knew it to be futile, they couldn't hear me, and the trees were too thick for them to see me. It had been four days now since the storm that had washed my boat up against this God forsaken place. It lay now in splinters scatterd across the beach.

As the journey proceeds there is both an objectifying and negotiating aspect to the trip. The actual writing, the pinning down, the giving of names to ideas and feelings is objectifying and externalising. As this occurs the writer takes control of the venture. As the ideas and phrases are layered, changed and coloured they are negotiated. The writer deals with and projects his creation. The writer makes a message.

The willingness to share the message either with himself, or another worthwhile audience is a matter for sensitive choice. An audience worthy of the effort represents a commitment on the part of the wtiter, not only to that audience, but to the author's own sense of worth.

> Peter J.
> Bendigo Prison
> Bendigo 3550
>
> Dear Peter Brock.
>
> I hope I can call you Peter as my name is Peter too. I appreciate all the things that you have sent me. I have been a keen follower of yours and the Holden Dealer Team since I was about ten years old. I am now twenty five years old and I am still interested in you and Holdens as I always have. As you know I am in jail and have not too much to do with cars but I like working on cars myself.

I started working on cars in my dad's back yard because he was a mechanic himself and I used to help him when I could.
So if you could send me the working and how you went about building the car you built and anything you can about the way you started driving for the Holden Dealer Team.

I thank you for the things you have already sent me and I appreciate everything.

How hard is it to get into driving the circuit you drive? Is it as hard as it looks on T.V. or is it harder than that? Have you been in driving very long or is it that good that you have not noticed it?

When did you decide to change the car number to 05. It is a good reminder to everyone that you should not drink and drive. How long have you and John Harvey been driving together as a team? When did Scott and Perkins start with Holden? I will appreciate the calendar with no days on it as it is hard enough doing time, without a calendar.

Yours sincerely,

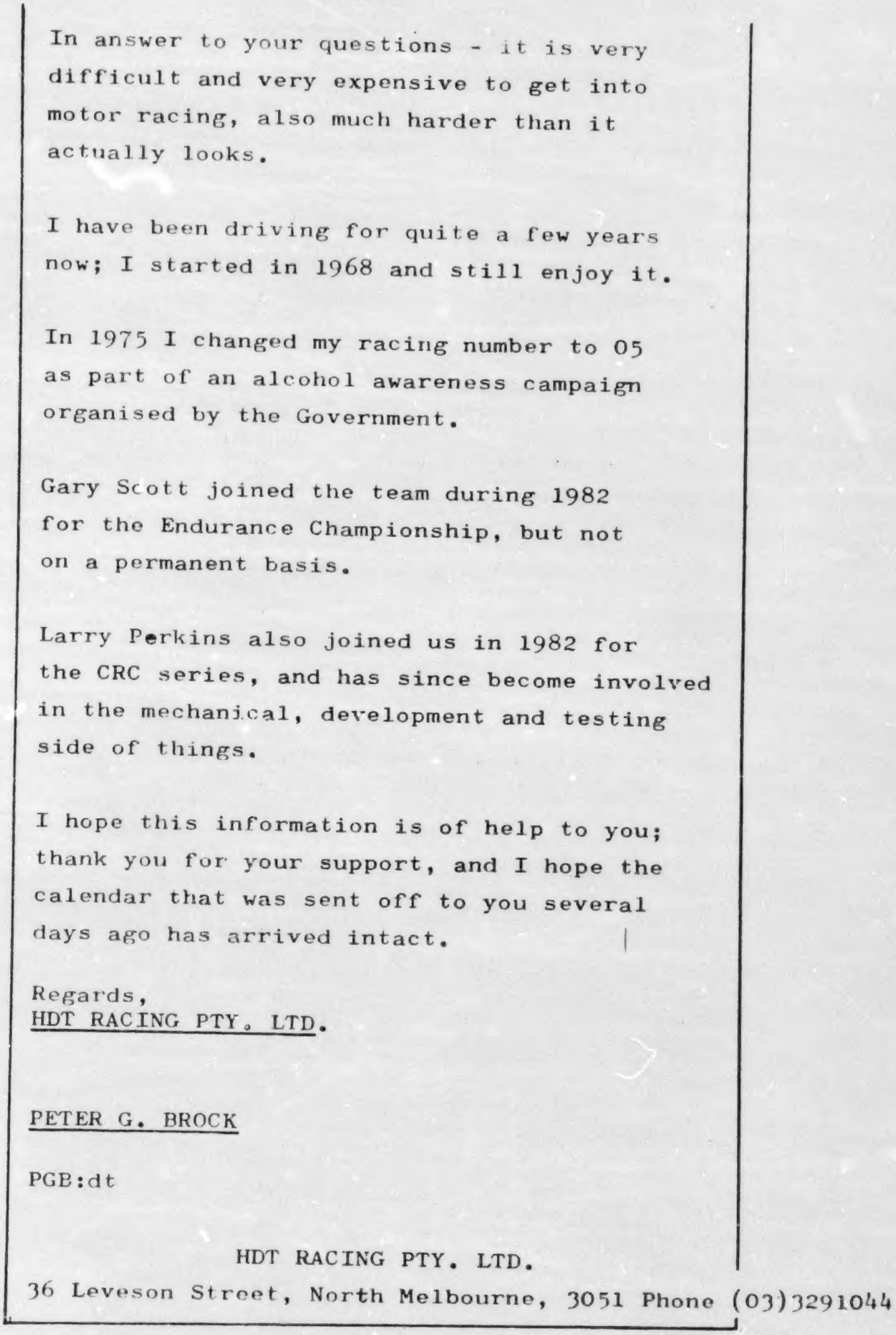
P.J.

8th March, 1983.

Mr. Peter J.
C/- Bendigo Prison,
BENDIGO VIC., 3550

Dear Peter,

Thank you for your letter. I am pleased to hear you appreciate the posters etc. sent to you previously. I have enclosed a resume of my career and a photocopy of an article publsihed in the December issue of Modern Motor which may be of interest to you.



In answer to your questions - it is very difficult and very expensive to get into motor racing, also much harder than it actually looks.

I have been driving for quite a few years now; I started in 1968 and still enjoy it.

In 1975 I changed my racing number to 05 as part of an alcohol awareness campaign organised by the Government.

Gary Scott joined the team during 1982 for the Endurance Championship, but not on a permanent basis.

Larry Perkins also joined us in 1982 for the CRC series, and has since become involved in the mechanical, development and testing side of things.

I hope this information is of help to you; thank you for your support, and I hope the calendar that was sent off to you several days ago has arrived intact.

Regards,
HDT RACING PTY. LTD.

PETER G. BROCK

PGB:dt

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Conferencing is a format that allows the writer to both share and hear the messages he is creating. It involves the teacher in the role of the sympathetic critic. For this the teacher needs to be sympathetic and critical. The teacher has to have developed a security about the person and about writing, and has to have something to say in the way of constructive criticism - not in the form of telling the writer what to do, but in terms of developing in the student a sense of reflection about their own work. The teacher has also to be a practice audience. Writing rests heavily on the notion of the students discovering and developing their own talents - and becoming sensitive to and receptive to the resources and opportunities for learning available to them in their own environment - or in new environments yet to be uncovered.

To suggest that any of the above comments could be comfortably accommodated in a neat methodolgy called "The Graves Process Approach" is absurdly straight-jacketing creative research. What Graves intended was and is an approach which is based on an appreciation of the process which can manifest itself in a number of ways and may be different in detail from person to person. These kinds of over-literal interpretations are reminiscent of cargo cultism and of course the waste of energy accompanying such. The constant search for new methods stolen usually from the desks and tables of pure researchers and hastily translated 'from theory into practice' suggests that teachers need to be better translators and better generators of their own constructs for education. False journeys could be avoided if academics were less concerned with pushing newly packaged material and more concerned with clarifying and explaining ideas and their premises.

We should move then to some of the premises upon which the concept of literacy is based.

The basis of the idea is that a literate person has the ability, the need and the willingness to negotiate her own social and psychological relationships across time and across space - via language written down. To apply the term negotiate to reading and writing directs us to the proposition that a literate person is amongst other things, a competent negotiator. Through all kinds of reading and through all kinds of writing. Truly literate people are people who read a range of material for a variety of reasons and who write a variety of messages in a range of ways.

People who read, read for specific information. For diversion and pleasure; for general enlightenment; for relaxation and privacy; because others demand a response in writing.

People write for a number of reasons. To get a message across; to find out what they know; to record for posterity; for the sheer pleasure of doing it; as an excuse to play; as a need to express and to know; to get it out.

Negotiability of information and the control of self are the issues that are central. Dealing with the world at large - projecting yourself into it and reacting to it - is clearly central to the notion of literacy development

The Beginning of the End

I've come of age in this twisted cage,
where time stands still,
I've seen the coming of the dark ships,
High on the ridge upon the hill.

I smell the mist amongst the storm,
shaking out the light,
I feel the chill of the unwelcome,
still far from sight.

And then you tell me that everything
will be O.K.
that was yesterday,
is the same today.

Just because I'm frightened,
doesn't mean I'm wrong,
I've seen the coming of the darkships,
and it won't be long.

In order to achieve either of these there has to be engagement. How to promote and activate this engagement is the crucial educational issue.

The basis of any appropriate techniques for effective action that engage the learning venture, lie in activities which

(a) re-establish and re-organize existing social relationships (e.g. writing conferences, reading groups), and

(b) affect the context in such a way as to encourage worthwhile activities and processes pertinent to the (self) definition of the client. (e.g. distribution of free books, establshment of newspaper for publication of writing).

Literacy is setting up a text world in which the constraints of the "real" world can be more clearly tolerated, presented, critiqued and dealt with.

If you let people produce a message with whatever devices they have available and then build on that in a negotiable way, then this is the most powerful medium for the generation of literacy.' This is what literacy is.

> "When I die I'll go to heaven
> Because I've done my time in Hell"
>
> Tattoo

Literacy is a process of development and growth determined by the interests and capabilities of the learner which become the ability to negotiate and control through recorded messages.

The briefing document that preceded the National Language Policy Conference (1982) states that -

> "Literacy can be seen to describe the role played by language in the growth of the person. The complex process of learning to speak and then to

> read and write takes in more than the acquisition of functional skills. It is a creative activity through its exercise the person is able progressively to order and re-order his experience; to make sense of the world and his place in it."

The universal persistence of literature in the culture of human societies suggests it is a fundamental part of what "being human" means and significant to the continuance of societies. Access to the literary tradition of the society is a fundamental need.

"....if we are teaching literacy, and not ciphering and deciphering, we must be teaching politics. We must be concerned with the content of our teaching. This means that our teaching has to be founded in the learners' experiences, and not just their working experiences, but their fantasies, their aspirations, and their feelings. We must take the whole range of the learners' experiences seriously since each of those contributes to their growth and to their mastery of language. If language does not address all of those dimensions of the personality and does not help the learner deal with all of those aspects of experience, then it is only developing the person selectively according to someone's priorities. Secondly, it gives us a direction, a purpose, for whatever techniques are required for the learner. If we don't consider the purpose, the use to which those techniques are to be put, then we are not developing a process of liberation, we are developing a process of domestication." [Gerry Tickell, "Literacy & Transition" in the Educational Magazine Vol.39 No. 1. 1982.]

'Literacy' is now one of those words that is so commonly and widely used, that although its meaning is assumed, it is in fact not well understood.

We hear of 'literacy' rising and falling, 'literacy programmes', 'adult literacy', 'functional literacy', 'occupational literacy', 'illiteracy', 'literacy skills' and 'computer literacy'. Most of these labels are associated with patterns of specificity and work relatedness. They are attempts to split the concept of literacy into manageable, trainable and usable pieces.

Rather than clarifying or extending the basic concept, this promotion of sectional interests has led further away from useful and valid ideas about the essentially human activity of becoming and remaining literate.

The sectional interests that are best served in our society by this compartmentalising of the process are those sections whose pursuits are better served by having human beings perform in a particular and definable way.

Although it is a fact that skills learned in one activity may not transfer directly to another skill area, it is also true that the mentality which accepts and promotes activities that are highly specific and non-transferable is focussing only on human performance and not human learning. This is as mentally dangerous in our society as it is in societies that more obviously restrict and control human activity, performance and thinking.

It is a fact that someone can be literate in one language or code - but not in another. The person who reads only comics, speaks the words of gangster movies, or writes only the signs of electronics jargon is showing you a place to start and a direction to go. The task of literacy education must be to help people first of all recognise their own literatness whilst at the same time helping, promoting and challenging them to become literate in the most transferable way. The focus must be on the learner, her capacity for learning and her continued independence.

Is teaching people to read solely for the purpose of being able to comprehend orders and training manuals "functional literacy"?

On the other hand it is plain downright snobbish to refuse to share the tools of survival with those who do not have them (albeit on the grounds that it "won't expand their minds.")

However, there should be no (false) conflict of interests if literacy is understood and appreciated in such a way as to recognise its roots in literature and learning.

This is what "being literate" is about. It's about having some control either as a critical processor or as a a generator of some literature; as a reader or writer of stories, words, lists or graphs.

When considering a person's literateness these are the things we should be thinking about and notions of progress should be perceived in the following ways:

What can she already do in the way of creating and sharing images and ideas? How can they be extended or refined? How transferable are they? How useful are they? Psychologically. Socially. Economically? What does she need to enhance her critical independence? Who can she Share her literature with? Who can share their's with her? Is there a "body of literature" which she can explore?

It is obvious given this view of things that the word literature can be legitimately used to describe all sorts of written material ranging from books to graffiti; from printouts to newpapers; from poetry to prose.

All appraisals of literate activities, literacy learning or literacy creation, can be examined in terms of "What is the literature?" "What can the reader do with it?" "How is it created?" (written). By asking these three questions we can bring to our observation of, and participation with learning a dynamic perspective.

Literature is itself a vehicle as well as a maker of images, ideas and precepts......This is what we mean by culture. Be it mainstream or "sub".

What all these considerations add up to is that literacy and being literate and becoming literate have to be understood and appreciated in both social and cognitive terms; in terms of what goes on between people as well as within people; in terms of what goes into making literature.

Being literate means being able to critically use and generate a literature of some sort.

Given a concern with literacy - and thus literature - in prison we should turn our attention (constantly) to the ways in which literature is produced and used. This is not a concern only with "prison literature" but also with "literature in prison".

I would suggest that there are three key phenomena that call for appreciation by those who are interested in literacy and learning in prison. They are

Poetry - The notion of poetry is significant in that it is about creating an image world that is so personal and so fully owned by its creator that no one else can take it away. The writing of poetry - especailly by those who have never done so before - is testimony to the need that humans have to create ideas and images in a world where everything else is controlled and open to scrutiny,

S:	Well I suppose it's your own thoughts put down it's an achievement when you get something down that upsets you, or that you're feeling about, you put it down on paper, it's a good feeling.
I:	And do you write about, when you are writing poetry, about things that worry you?
S:	Yeah, things that have happened, things that are on me mind.
I:	And how is that different from other kinds of writing?
S:	When I write poetry I sort of put it in me own words, that I understand, that other people might sort of skip over sorta.

Poetry in the prison context is essentially an attempt to discover some semblance of "self". It is the literature of self discovery and self assertion.

Letters: - Like everything else are open to scrutiny but represent that one constant avenue through which to contact the outside. Letters are not only messages on paper. They are the most significant channel of communication between inside and outside. The courage, sensitivity and risk involved with going through the walls is large. If inmates are to have an opinion of themselves other than that already defined for them - by being inside - then there's a lot riding on the outside contacts - and the letters sent to and fro. Thinking about letters in this way cuts right across some conventional notions about writing expressed in terms of "functional writing", "personal writing", "creative writing" or whatever. Writing is learning and contact with yourself and others and has to be appreciated as such.

Letters are the literature of contact with the outside. It is the literature which contains the basis for continuing relationships.

Groups: Are the basis for rehearsing and reflecting one's identity. If one is to become and remain a member of a group of any sort you have to recognize some common ground and then negotiate your relationship to that. This is done by seeing yourself as a function of the relationships you have with others - and these factors are common to the creation and use of a literature of some sort. The creation and uses of literature is the creation and use of images, ideas, feelings, that are at once special and shared and it is this that working in groups can be about. About projecting your self and seeing the selves of others.

It is from these senses that literature is grown.

Self

I looked into his eyes
and in them I saw
A coldness I'd never
Seen there before.

I looked closer at what was hidden,
deep within his mind,
hoping for a reason,
An answer I might find.

Fear was there and,
hatred did I see,
In this man's image,
that reflected back at me.